

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIII.

ST. LOUIS, OCT., 1880.

No. 10.

Teachers Selecting Text-Books for the
Coming School Year,

Should not Fail to Examine the Following Series Published by

GINN & HEATH.

Allen & Greenough's Latin Series.

Used in One Hundred and Forty Colleges and in nearly all the leading Classical and High Schools in the country.

Twenty Colleges and One Hundred and Sixty High Schools and Academies have introduced it within the last year.

Goodwin's Greek Series.

"Goodwin's is the best Greek Grammar of its size in the English language."—*London Athenaeum*.

"Prof. Goodwin's is the best Greek Grammar that has yet appeared in English."—*London Academy*.

"We have no hesitation in pronouncing this the best Greek Grammar in the English language."—*British Quarterly Review*.

Wentworth's Geometry.

Strong evidence of the merit of this book is found in the fact that since the beginning of the school year, 1877-8, it has been introduced in Thirty-six Colleges and nearly Four Hundred Preparatory Schools.

Send a Postal for our New Educational Catalogue.

It gives a full description of our books and announcements of forthcoming and recent publications, and is pronounced by high and unprejudiced authority to be "the most tasty and effective educational catalogue ever published in this country."

GINN & HEATH, Publishers.

13 Tremont Place, Boston; 4 Bond Street, New York; 56 State Street, Chicago.

ST. LOUIS SEMINARY J. B. LEGG, ARCHITECT.

Send for Catalogue of this Seminary for higher education of young women.

Well selected course of study. Departments for all the ornamental branches. Beautiful and extensive grounds for recreation. Commodious and well-arranged buildings. Located on a commanding eminence overlooking much of the city of St. Louis, healthy, retired. Numbers limited, securing great advantages over crowded numbers in school. A christian home for young ladies; the strictest parental care devoted to each pupil. The Seminary year opens the first Wednesday in September.

Address Principal,

B. T. BLEWETT, LL.D.

13-9 11

JENNINGS, MO.

Hudson's Classical English Reader.

"A boy who knew this book as well as boys who are good for anything generally know their Readers, might almost be said to be liberally educated. I am disposed to prophesy that generations of boys will rise to call Hudson his—el—the work for the boys if they do not! I am going to finish my education on it myself, and bring up a certain boy on it, and some girls. If I had seen only the selections from Schiller's Wallenstein, I should be sure that the book was what I want for young people. The man that put those in knows what they like and need."—*P. J. CHILD, Prof. of English in Harvard University*.

Whitney & Knox's Language Series.

The first book of this series was adopted in several of our cities from an inspection of only 78 pages.

THE TEACHER'S EDITION of this first book is just published, and contains besides the text of the pupil's edition, plans for developing the lessons in the book, matter for Oral Lessons and methods of giving them, Impromptu Test Exercises, Devotion Lessons, plans for conducting reviews, and other valuable aids to the easy, attractive, and successful teaching of Language.

The National Music Course.

Used in the Boston Schools for nearly fifteen years, and is still giving excellent satisfaction. It is the kind of music that doesn't wear out.

"THE BEST AND THE CHEAPEST."

"A New Departure and in the Right Direction."

"Every Teacher Should Examine Them."

SEYMOUR'S ARITHMETICS,

CONSISTING OF TWO BOOKS.

An Elementary Arithmetic, Oral and Written.

A Practical Arithmetic.

By **GEORGE E. SEYMOUR, A. M.,**

Instructor in the St. Louis High School.

"Analytical in treatment; clear, concise, and well graded."

"Perfect in Mechanical Execution."

"The Best Arithmetics in the Market."

Specimen copies of the Elementary Arithmetic will be sent to TEACHERS and SCHOOL OFFICERS for 25 cents; and of the Practical for 50c.

Correspondence is solicited. Address

EDUCATIONAL DEPARTMENT,

G. I. JONES & CO.,

210 and 212 Pine Street, St. Louis, Mo.

10,000 STANDARD BOOKS, NEW AND OLD.

Catalogues Free.

WANTED AGENTS.—I have special books for agents. State what catalogue you want when you write. **DAN LINAHAN,** 388 Washington Avenue, St. Louis, Mo. 13-10

GET THE BEST.

De Witt's School Speakers and Dialogues.—Fifty Cent Series, 11 different kinds; Dime Series, 30 different kinds.

De Witt's Choice Readings and Select Recitations.—Dime Series, 2 different kinds.

Above books are admitted to be the finest of their class, in every respect; literary merit, purity of thought and excellence of typographical work. Catalogues sent FREE on application. **De Witt, Publisher, 23 Rose Street, N. Y.** 13-10 12

BURR'S LIBRARY INDEX.

For indexing subjects, to aid the Student, Clergyman, Scholar, Lawyer, Physician, Editor, Author, Teacher, Pupil, and Lovers of Books.

An Index to Information for Immediate or Future Use.

All words and names are indexed by the first two letters, with over 300 combinations cut in Thumb Holes in the edges of the leaves. Opened at any combination by the use of one hand. It has a combination for every word and name in all languages. Convenient, saves time, labor, money and vexation. Printed on fine writing paper, quarto size, 12,000 lines, 4 1/2 lines to the page, bound in half Morocco, price, \$3.50. Sent by mail on receipt of price to any part of the United States or Canada. We manufacture over thirty styles and sizes of Combination Indexes for Ledgers, Records, and Commercial Reports, and make indexes of any size to order. For further particulars and specimen pages, address **The J. B. Burr Publishing Co.,** 13-10 Hartford, Conn.

5 to \$20 per day at home. Samples worth \$3 free. Address **STINSON & CO.,** Portland, Maine. 13-10 14-9

THE ORIGINAL AND GENUINE MENEELY BELL FOUNDRY.

Established 1828. Bells for all purposes. Warranted satisfactory and durable.

MENEELY & CO., West Troy, New York.

LEADING BOOK HOUSES.

American Educational Series.
New Graded Readers.
 Swinton's Spellers,
 Swinton's Geographies,
 Swinton's Histories,
 Kerl's Language Lessons and Gram-
 Robinson's Arithmetic,
 Townsend's Civil Gov.,
 Spencerian Penmanship,
 White's Indust. Drawing.
JOHN C. ELLIS, Gen'l Agt.,
 612 Chestnut Street, St. Louis.

D. APPLETON & CO., New York.
 PUBLISH STANDARD TEXT BOOKS.
Appleton's Readers;
Cornell's Geographies;
Quackenboss' Language Series;
Histories;
Appleton's Arithmetics;
Krust's Drawing;
Youman's Botany and Chemistry;
Harkness' Latin;
Model Copy Books.
 THOS. SCHOLLES, Agent, Lawrence, Kansas.
 or L. S. HOLDEN, 704 Chestnut Street,
 St. Louis, Mo.
 11-9c

ROBERT S. DAVIS & CO.,
 36 Bromfield St., Boston.

PUBLISHERS OF
 Greenleaf's Mathematical Series.
 Gilbert's Introductory Speller.
 Gilbert's Graded Test Speller.
 Parker's Exercises in English Composition.
 Independent Handbook of Mental Arithmetic.
 For information address the publishers, or
 11-10 S. E. BEEDE, Keokuk, Iowa.

CLARK & MAYNARD, New York,
 PUBLISH

Anderson's Histories and Historical Readers;
 Thomson's New Arithmetics and Algebra;
 Keetle's French Course;
 Reed and Kellogg's Graded Lessons in English,
 and Higher Lessons in English.
 Hutchison's Physiology and Hygiene;
 Henderson's Test-words in English Orthogra-
 phy, &c. J. D. WILLIAMS, Agent,
 11-10c eom 46 Madison St., Chicago.

SCHOOLS FOR TEACHERS

ARE OBTAINED BY

The Western Bureau of Education,

ESTABLISHED IN 1874.

The Bureau is endorsed by leading educators
 throughout the country, among whom are the
 following:

Hon. Newton Bateman, Illinois,
 Prest. J. L. Pickard, Iowa,
 Hon. A. D. White, New York.
 Prof. D. S. Jordan, Indiana,
 Prof. G. E. Patrick, Kansas,
 Prof. H. T. Eddy, Ohio.

NO ADVANCE FEE REQUIRED.

Send a postal card for circulars.

Address, **W. L. KLEIN & CO.,**
 Northwest corner Randolph and LaSalle Streets,
 CHICAGO, ILL.

Square and Cube Root.

As simple as Simple Addition, on an
 Entirely New Plan.

Recommended by the principals of over two
 hundred high schools and colleges. Send for
 circulars describing the method to

H. H. HILL, 105-109 Madison St., Chicago.
 The above is a valuable aid to teachers. Will
 be found for sale at 704 Chestnut Street, St. Louis.
 13-10 15-3

SOUTH EAST NORMAL.

An Educational Paper, edited by Members of
 the Normal Faculty.
 Devoted to the interests of the Public Schools.
 Price fifty cents a year.

Address

The Editor,
CAPE GIRARDEAU,

St.

Mo.

LEADING SCHOOLS.

SHEFFIELD SCIENTIFIC SCHOOL.
OF YALE COLLEGE.

Courses in Chemistry, Pure and Applied, in
 Civil and in Dynamic Engineering, in Agricul-
 ture, Botany, Zoology, Mineralogy, and Geol-
 ogy, and in General Scientific Studies, with
 English, French, and German, Political Econ-
 omy, History, etc.
 For programme, address Prof. Geo. J. BRUSH,
 Executive Officer, New Haven, Conn. x312-2

BROOKLYN, N. Y., Coll. Gram. School,
 (1849 to 1877). L. W. Hart, A. M., Prin-
 cipal. Classes small; instruction very thorough
 and individual. Mathematics, Classics, and
 business English, as each scholar selects. (If
 you have friends in Brooklyn, mail them this
 journal. 11-7 12-7

POLYTECHNIC SCHOOL

Washington University, ST. LOUIS,

COURSES OF STUDY:

I. Course leads to degree of Civil Engineer.
 II. " " " Mechanical Eng'g.
 III. " " " Chemist.
 IV. " " " Eng'g of Mines.
 V. " " " Architect.
 VI. " " " Bachelor of Phil-
 osophy.

The School is well furnished with apparatus
 and laboratories of all kinds. Great attention is
 paid to Drawing and Graphical Methods.

The standards of admission and promotion
 are high.

For further information apply to
 8 10-9 10 C. M. WOODWARD, Dean.

Good Business for Competent Men.

Agents are making \$5 to \$15 a day selling the
 "Home Hand Book of Domestic Hygiene and
 Rational Medicine," the best selling popular
 medical work published. 5,000 copies sold in
 six weeks. The work contains 1100 pages, 500
 cuts, and 22 full-page colored plates. Every-
 body is pleased with it. A good agent wanted
 in every county. For circulars and terms, ad-
 dress GOOD HEALTH PUB. CO., Battle Creek,
 Michigan. 13-9 12

ST. LOUIS LAW SCHOOL.

Law Department Washington University
 PROFESSORS AND LECTURERS.
 Hon. Samuel Treat. Hon. G. H. Krum. Hon. Albert Todd,
 " G. A. MacDill. Hon. G. A. Finkenburg. G. W. Cline, Esq.
 HENRY HITCHCOCK, LL.D., Dean of Faculty.
 Fourteenth Annual Term opens Oct. 13, 1880. Course of
 study comprises two Annual Terms, seven months each. Diplo-
 ma admits to bar in State and U. S. Courts in Missouri.
 Candidates for senior class examined only at beginning of
 term. Term fee, \$80, including use of Law Library.
 For further information address,
 HENRY HITCHCOCK, Dean of Faculty, St. Louis.

UNIVERSITY OF NEBRASKA, Lin-
 coln, Edmund B. Fairfield, S. T. D., LL.
 D., Chancellor. Tuition free to all. No charge
 for incidental expenses. All expenses moder-
 ate. Fourteen Professors and Teachers. Clas-
 sical, Scientific, Literary, Agricultural, and Pre-
 paratory Courses. Open to both sexes. Ex-
 tensive cabinet and apparatus. Send for cata-
 logue. 11-8 12-7

Iowa College

ENTERS ON ITS

THIRTY-FOURTH YEAR,

With a Normal Course organized and under the
 special direction of Prof. H. K. Edson, open to
 students in the college course, classical or scien-
 tific, the ladies' and academy courses, and Eng-
 lish and musical departments, as well as to spe-
 cial normal students. Musical course, two to
 four years. Fall term Sept. 6, Dec. 24, Winter,
 Jan. 3, March 26. Tuition, \$7 to \$16; board,
 with rooms, \$2 75 to \$4 per week; without room
 \$2 to \$3. Ladies' hall, \$3 50.

Geo. F. MAGOUN, President.
 Grinnell, July, 1880.

WAVERLY HOUSE,

ATLANTIC CITY, NEW JERSEY.

A first-class Hotel, facing the Ocean, open all
 the year, having all modern conveniences, in-
 cluding hot and cold sea-water baths. Send for
 circular. J. L. BRYANT,
 13-4 14-4

Illinois Central Railroad.

TIME TABLE.

STATIONS.	Train 1, Daily except Sun'y.	Train No. 3, Daily, with Through Sleeping Car Chicago to New Orleans.
Leave Chicago....	8.40 a. m.	8.30 p. m.
Arrive Effingham ..	4.40 p. m.	3.55 a. m.
Arrive Odell	7.10 p. m.	5.45 a. m.
Arrive Centralia.....	7.35 p. m.	6.10 a. m.
Leave Centralia.....	10.05 p. m.	6.15 a. m.
Arrive Cairo	4.05 a. m.	10.50 a. m.
Arrive Martin.....	7.40 a. m.	1.25 p. m.
Leave Martin.....	10.40 a. m.	10.15 p. m.
Arrive Nashville.....	7.30 p. m.	10.00 a. m.
Arrive Milan.....	9.10 a. m.	2.45 p. m.
Leave Milan.....	12.15 p. m.	3.30 a. m.
Arrive Memphis.....	4.15 p. m.	8.15 a. m.
Arrive Jackson, Tenn.....	10.40 a. m.	4.00 p. m.
Leave Jackson, Tenn.....	10.45 a. m.
Arrive Mobile, Ala.....	1.50 a. m.
Arrive Gr. Junction.....	12.45 p. m.	6.40 p. m.
Leave Gr. Junction.....	6.22 p. m.	6.12 p. m.
Arrive Memphis.....	8.20 p. m.	8.20 p. m.
Arrive Jackson, Miss.....	10.45 p. m.	3.21 a. m.
Leave Jackson, Miss.....	5.40 a. m.	5.40 a. m.
Arrive Vicksburg.....	8.00 a. m.	8.00 a. m.
Arrive New Orleans.....	7.15 a. m.	11.00 a. m.

NOTE—That Train No. 3 (with through New
 Orleans sleeper) leaving Chicago at 8:30 p. m.
 daily, arrives at New Orleans at 11:00 a. m. the
 second morning (38½ hours). This is 8 hours
 quicker time than has ever been made from Chi-
 cago to New Orleans, and 8 hours quicker time
 than by any other route.

NOTE—That Train No. 3, leaving Chicago at
 8:30 p. m., arrives at Memphis via Grand Jun-
 ction and the Memphis & Charleston Railroad, at
 8:20 p. m. (23 hours and 50 minutes from Chi-
 cago). Passengers on this train have the advantage
 of through sleeper to Grand Junction, which is
 reached at 6:00 p. m.

NOTE—That passengers leaving on Train No.
 1, make connection at Milan with Louisville &
 Nashville train, arriving at Memphis at 4:15 p.
 m.; also at Grand Junction with Memphis &
 Charleston Railroad, arriving at Memphis at
 8:20 p. m.

NOTE—The close connection with the Mobile
 & Ohio Railroad at Jackson, Tenn., and the quick
 time we are thus enabled to make. Mobile pas-
 sengers can secure sleeping car accommodations for
 Train No. 1 at Du Quoin, at 12:15 a. m., and
 again at Jackson, Tenn., direct for Mobile.

Respectfully,
 A. H. HANSON,
 General Passenger Agent.

THOS. DORWIN, General Northern Passenger
 Agent, Chicago.
 C. E. RUSSELL, Traveling Pass. Agt., Chicago.
 JOHN J. SPROULL, General Agt., New York.

BOSTON SCHOOL OF ORATORY.

Full course two years, three hours daily;
 shorter course, one year. Term begins October
 7. Application at 1 Somerset Street, Boston,
 any day after October 1, from 10 to 12 a. m.

For circulars, apply to R. R. RAYMOND,
 13-9 10 Principal.

FREE SCHOLARSHIPS

IN

Drury College.

Five scholarships for the full course (classical
 or scientific) are offered to applicants for the
 Freshman class next fall, on the simple condi-
 tion of qualification, and that they are not al-
 ready students in the college.

Applicants for classical course will be exam-
 ined in Latin Grammar, four books of Caesar,
 four orations of Cicero, three eclogues and six
 books of the Aeneid of Virgil, Latin prose to
 Passive Voice, Greek Grammar, three books of
 the Anabasis, two books of the Iliad, Arithme-
 tic with Metric System, Algebra to Binomial
 Theorem, three books of Geometry, beside Uni-
 ted States and Ancient History.

Applicants for the scientific course will be ex-
 amined in all the Latin mentioned above, the
 Mathematics, and in Elementary Zoology, Phys-
 ics and Chemistry.

Application should be made to

N. J. MORRISON, President.

Springfield, Mo., June 21, 1880.

N. B. Arrangements will be made, if desired,
 for the examination of applicants from a dis-
 tance, at their places of residence.
 12-7 9

The Three Pronunciations of Latin.

By M. M. FISHER, University of Missouri.

Of equal interest to all scholars, to all profes-
 sional and scientific men, and may be regarded
 as indispensable to teachers of Latin.—St. Louis
 Republican, Aug. 18.

My best thanks for your capital book on the
 pronunciation of Latin.—T. W. Coit, Prof. of
 Church History, Berkley Divinity School, Mid-
 dletown, Conn.

To those engaged in educational matters, this
 work must be invaluable.—Cambridge Tribune.
 Masterly and exhaustive.—St. Louis Times.

We have in the work a most elaborate and
 scholarly argument in favor of the retention of
 the English Method of Pronunciation, in prefer-
 ence either to the so-called Continental Method
 or the Roman.—New England Journal.

It is a volume that no Professor of Latin can
 afford to do without, whatever may be his favor-
 ite mode of pronunciation.—American Journal
 of Education.

Price, \$1.00. For sale by

THE HUGH R. HILDRETH PRINTING CO.,
 407 North Fourth Street, St. Louis, Mo.

Gold as a Cure for Drunkenness.

Dipsomania or Drunkenness of all stages per-
 manently cured with Dr. L. E. Keeley's Double
 Chloride of Gold Remedy, in nine days. I have
 thoroughly investigated and tested it, having
 cured a number of our reputable citizens who
 were diseased from drink habit. Consultations
 and communications of inquiry strictly confiden-
 tial. Send for pamphlet of explanation.

P. D. CORDELL,

Sole agent for Missouri, Arkansas and Texas;
 office 704 and 706 Washington avenue, St. Lou-
 is, Mo. 13-9c

Nashville, Chattanooga and St. Louis

RAILWAY.

ST. LOUIS DIVISION,

(Formerly St. Louis & Southeastern)

THE SHORT LINE

And positively the best route from

St. Louis

—TO—

Nashville, Tenn.,

Where it connects for all points

SOUTH AND SOUTHEAST.

Including

Chattanooga, Decatur,
 Atlanta, Huntsville,
 Augusta, Montgomery,
 Macon, Mobile,
 Brunswick, New Orleans
 Savannah, Knoxville,
 Jacksonville, Fla., Bristol,
 Charleston, Lynchburg,
 Petersburg, Norfolk and Richmond, thus form-
 ing the

GREAT TRUNK ROUTE

Between these points and St. Louis.

Travelers, remember this is the great Passen-
 ger and Mail Route. It affords you the advan-
 tage of Pullman Palace Sleeping Coaches through
 to Nashville without change. No other line can
 offer this accommodation.

This is the best route for

Belleville, Shawneetown,

And all points in Southern Illinois.

It is the only line for

EVANSVILLE

And all points in Southern Indiana and North
 western Kentucky.

For through tickets and full information call
 at Ticket Office, Fourth and Pine Streets, un-
 der Planters' House. JNO. W. MASS,
 E. C. LUBERTSON, Gen. Pass. & Tick. Agt.
 Gen. Manager. 10-2 13

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIII.

ST. LOUIS, OCT., 1880.

No. 10.

Printed for the Editors, by G. S. BOUTON, and
"Entered at the postoffice at St. Louis, Mo.,
and admitted for transmission through the mails
at second-class rates."

MR. J. H. BATES, Newspaper Advertising
Agent, 41 Park Row (Times Building), New
York, is authorized to contract for advertise-
ments in all the editions of the AMERICAN JOURNAL
OF EDUCATION at our best rates.

TABLE OF CONTENTS.

Miscellaneous Editorials.....	3
How to Succeed.....	4
Moving Up.....	4
What the School Will Do.....	4
Reading Clubs.....	4
Interesting Facts.....	5
County Superintendency.....	5
Can You Organize?.....	5
Topical Geography.....	6
Art of School Management.....	6
Bricks Without Straw.....	7
Important.....	8
Begin Early.....	8
Valuable Excerpts.....	8
Four Room Cottage.....	9
Be Careful.....	9
The New Teacher.....	10
Arkansas.....	10
Money Orders.....	10
Pennsylvania.....	11
Iowa.....	11
Books for Teachers.....	11
Recent Literature.....	11
St. Louis Text Book Writers.....	12
Public School Library Bulletin.....	12
Arkansas Official.....	12
Iowa Official.....	12
Missouri Official.....	12
Appletons' New Readers.....	13



ST. LOUIS, OCT., 1880.

J. B. MERWIN, Managing Editor.
HON. E. D. SHANNON,
PROF. J. BALDWIN,
PROF. G. L. OSBORNE, Associate Editors.
PROF. C. H. DUTCHER

Terms, per year.....\$1 00
Single copy.....10 cts.

We do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

Our associate editors are only responsible for such articles as appear over their own signatures or initials.

Our promise to present a form of organization for a "Reading Club" has brought many responses from Illinois, Iowa, Missouri, Kansas, Mis-

issippi, Texas, Louisiana, Georgia and Alabama.

The teachers begin to catch glimpses of its worth socially and mentally. The fear we have is that it will be made too formal and elaborate

It should be as simple as possible, and yet be an organization, with a definite plan, a fixed purpose; else it will be a mere "empty chatter"—the one thing above all others we desire to avoid. It must have a president to preside and to preserve order, and a secretary to keep a record of what is done. Beyond this, let it be as simple and as free as possible.

You need have no fears about the quantity of membership.

There are people enough who are hungry for something better and something different and something new. The point is as to the quality of the "something," that is an important factor.

Can you furnish it?

If you can and if you do, all sight. Your success is assured.

People like to drink from a living fountain, not a dead pool.

The editors, doctors, lawyers, agriculturists, and thousands of other visitors who have been parboiled and squeezed and crowded and crushed in the dingy, uncouth, uncomfortable old pen miscalled "The Chapel," at the State University, will all unite in a very respectful but strong petition to the next Legislature for an appropriation of sufficient money to build an appropriate and proper place of worship for the use of the faculty, students and friends of the University.

Nothing would do more to draw good people here, and make those happy who are here, than for the next Legislature to do something liberal for the State University and the Normal Schools.

A liberal policy in this direction will be a good advertisement for the State.

The great St. Louis Fair draws, as it ought to, people from Maine to California. Exhibitors come from all the States, and show the productions of their skill and industry, and enterprise.

Premiums go to Florida and California for the best fruits, and to Alaska for the best furs; to Minnesota and Texas for the best wheat; to Ohio and New York for the best cattle; to Vermont and Illinois for the best horses, and to almost every State in the Union for various articles in the mechanical department.

Boston, New York, Cincinnati and Chicago bring their best, and still on School Desks, Maps, Globes, Charts and School Supplies, St. Louis walks off with the two *first* and the *only* premiums awarded on these articles.

We ought to be talking up the matter of finishing up the Normal School building at Warrensburg.

What a grand work that school has done for the State! What a grand work it is doing! They need all the room in the building, but can at present utilize only a part of it.

The State is very prosperous, and growing rich, and we are abundantly able to finish up this building and equip it, so as to get the full value of the able corps of teachers and instructors now on the ground.

It is a good thing to draw the people together from all the States, to witness the steady growth in the development of our agricultural, mineral and mechanical resources, such as the "St. Louis Fair" demonstrates. No drunkenness, no rioting, no disturbance of any kind.

A hundred thousand people together, interested, quiet, and anxious to see the results of the skill and industry of all the States blended into one harmonious and grand exhibition.

We have faith in and great hope for such a people.

A friend who has been for years conversant with and interested in the great work done by Prof. W. E. Coleman in Liberty, Mo., writes of the continued growth and progress and power of the public schools there.

A college, a well-conducted seminary, and the public schools, all growing, all working together harmoniously, all liberally patronized. The results are seen in the order and decorum and respectful conduct, and above all in the growing intelligence of the young people of Clay county.

The public school started with about 130 pupils and has increased to an enrollment of about 300.

Work and brain tell and win every time, and everywhere.

The board re-engage Prof. Coleman, and he drives right on from the points left when the schools closed.

NEARLY every teacher in Saline county, Mo., and many of the school officers take this journal and read it and circulate it. The result is, of course, that there is a more intelligent and appreciative interest in the work our teachers are doing.

THE FAIR, under the able, wise and sagacious management of Mr. Charles Green as President, and Secretary Kalb, has been a greater success this year than ever before, and the tens of thousands who have visited the grounds from day to day, have returned to their homes instructed, interested, and full of faith in a country that can produce and bring to this central position of the continent a display so large, so varied, and so vastly superior to any other exhibition except that of the "Centennial."

We see in needleworks and embroideries, it is more pleasing to have a lively work upon a sad and solemn ground, than to have dark and melancholy work upon a lightsome ground; judge therefore of the pleasure of the heart by the pleasure of the eye.

HOW TO SUCCEED.

THAT teacher and that individual, will be most successful in any community, who can combine with others, and so utilize what of ability or strength, or of good they find already existing.

Each can do something, and by a little attention given to the matter, this "something" can be readily ascertained. Then you have gained an important point; you have the key to the situation. Now then use this and combine this with others, and you begin not only to lay a strong foundation, but to build up and strengthen.

A teacher can soon set all the pupils at work helping themselves and helping others, too, giving the fullest and freest play to activities set at work in the right direction. There is a very practical and wise suggestion for our teachers in what John Stuart Mill has said on this point:

"A government or community cannot have too much of that kind of activity which does not impede, but aids and stimulates, individual exertion and development.

The mischief begins when, instead of calling forth the activities and powers, and enlisting the interest of individuals and bodies, it substitutes its own activity for theirs; when, instead of informing, advising, and upon occasion admonishing, it makes them work in fetters, or bids them stand still, and does their work for them instead of with them.

The worth of any organized body, in a long run, is the worth of the individuals composing it; and a State that infringes, abridges, or postpones the interests of their mental expansion and elevation, by a little more of administrative skill, or that semblance of it which practice gives in the details of business; a State that dwarfs its men in order that they may be more docile instruments in its hands even for beneficial purposes, will find that with small men no great thing can really be accomplished; and that the perfection of machinery to which it has sacrificed everything, will in the end avail it nothing, for want of that vital power which, in order that the machine might work more smoothly, it has preferred to banish."

A school officer writes: "The visit to our place and lectures before the institute of Prof. Baldwin, was a new revelation to our people. It has almost caused a resurrection."

And many other things he says of this indomitable worker, too. But we should say "revolution" instead of "resurrection"—however, we will not quarrel about terms. "The thing

done, the work accomplished, is what we want.

If the people of this and other States were informed on this question of the value and power of the public school system, the change wrought in the character, habits and wealth of the people, would seem to be, doubtless, a "resurrection."

MOVING UP.

WILL the teachers and the people of Cooper county, Mo., a grand county it is, too, see that the men sent to the "House" and the "Senate" are in favor of the following resolutions, and that they will vote to embody these suggestions in the school law?

Here is some work for the friends of education that is practical and all-important.

Are not these suggestions good for every other county in this and other Western and Southern States?

We think so.—[Eds.]

Resolved, That the best interests of public education in this State demand the following changes in the laws regulating public schools:

1st. County supervision, including as part of the duties of superintendent, examination of teachers, visitation of schools with inspections of their classification and management, and suggestions to teachers and school officers.

2d. The establishment of County Normal Institutes, with annual sessions of from two to four weeks each, embracing the compulsory attendance of teachers.

3d. That a copy of these resolutions be furnished to the county papers for publication, and also to the *American Journal of Education* and *Missouri Teacher*.

S. W. CROSSLEY, Chairman.

W. S. DOUGLASS, Sec'y.

Resolutions passed by the Cooper County Normal Institute.

WHAT THE SCHOOL WILL DO.

WHEN we reflect a moment, we shall see that the public schools give us a solid basis of character for good citizenship.

Order, punctuality, obedience and truthfulness are inculcated and insisted upon continually, until these virtues become the fixed habit of the pupil, inwrought into the very life and fiber of his being.

The first requisite of the school is ORDER.

Each pupil must be taught first and foremost to conform his behavior to a general standard. Only thus can the school as a community exist and fulfill its functions. In the outset, therefore, a whole family of virtues are taught the pupil, and these are taught

so thoroughly, and so constantly enforced, that they become fixed in his character.

The method of this

MORAL TRAINING

is, like that which rules everywhere in the practical world, one of division and repetition. The duty of being a well-behaved pupil is not a vague generality. It divides into specific, well-defined duties.

1. Punctuality: the pupil must be at school in time. Sleep, meals, play, business, indisposition—all must give way to the duty of obedience to the requirements of time.

Punctuality does not end with getting to school. While in school it is of equal importance. Combination cannot be achieved without it.

The pupil must have his lessons ready at the appointed time, must rise at the tap of the bell, move to the line, return; in short, go through all the evolutions with equal precision.

2. Regularity is punctuality reduced to a system. Conformity to the requirements of time in a particular instance is punctuality; made general it becomes regularity. Combination in school rests on these two virtues. They are the most elementary ones of the moral code—its alphabet.

READING CLUBS.

THE Reading Clubs, which are now being organized in so many places, are simple organizations which enable their members to secure the reading of many books for the price of one. For example, a club, consisting of a dozen persons, purchases a dozen books, each member paying an equal amount. Each then takes a book, reads it and passes it to the member next on the list. When the books have gone the rounds, they are either sold, given away, or retained by some member designated, and form a library from which they may be drawn. The proceeds from sales, fines for keeping books over time, etc., are used for the purchase of new books.

Some clubs buy monthly periodicals instead of books, such as "Littell's Living Age," "The Atlantic Monthly," or "Scribner's Monthly;" some buy both, and even weekly papers. Many of the clubs have frequent meetings at the members' houses, for arranging details and for social purposes.

The advantages of such an organization are obvious, when you think a moment. Habits of regular reading are formed and strengthened, and members are enabled to read more books than some of them could or would buy. The question of amusement and entertainment is prof-

itably settled for a good many evenings, and when the members meet they have something to talk about to mutual profit. Each receives benefit from the literary taste and judgment of all the rest, and the selections are likely to be worth reading.

The time spent in reading personal and political gossip, and the endless details with which the daily papers are filled, and which nobody remembers or cares to remember, is put to a better use. Many of our readers who would like to try the experiment will find this plan a good one:

Talk up the subject among friends who are mutually congenial until you get half a dozen or more who think favorably of it. Then get them together and propose the following rules: Agree upon a dozen books (or as many as you have members) to be bought. Let each suggest one. The books ought to be such as few if any of the members have read.

Elect from your number a librarian and a treasurer, and depute them to buy the books and assess the cost *pro rata*. Let them cover the books with stout paper, and paste on the outside a list of the members, arranged with special reference to convenience of delivery. And with blank spaces for record, thus:

Names.	Received.	Delivered.
Henry Smith.....
Maggie Bouton.....
John Jones.....
Myra Irwin.....
Thomas Brown.....
Eliza Johnson.....

Then adopt the following rules:

1. Books will be passed to members in the order of their names as above.

2. Each member will record in ink when a book is received and when delivered.

3. Books may not be retained longer than five days.

4. When unable, for any reason, to receive books, notify the preceding member, and pass the book you have to the member following.

5. Books must be used carefully and not marked in any way. Any member desiring to make critical remarks may do so on a leaf of note-paper to be attached to the paper cover on the inside.

6. The price of this book, after it has made the circuit of the members, will be \$— (which is one-half the cost). Any member wishing it will write his name after the words "Sold to" below.

7. The fine for each violation of rules 2, 3 and 4, shall be ten cents.

Now let the librarian deliver a book to each member, and when the books have been read let the members pay for such of the books as they wish to buy at half the cost; and

either sell the remaining books at auction, or direct the librarian to sell them if he can, or leave them in his hands to be drawn as from an ordinary library. Then select another list and begin again. The time required by the treasurer and librarian to get the new lot into circulation will give an opportunity to re-read volumes bought or left in the librarian's hands.

Members will soon learn to keep an eye out for new books and new editions of old ones, and when meeting-time comes around there will be no lack of books to choose from. A club of twelve members could add several magazines without making the expense heavy, limiting the time for their reading to four days or less. They would then make the circuit of all the members during the month.

WHAT BOOKS TO BUY.

This depends so much upon what has already been read, that little more can be done than to allow each member to select the first time the book they wish to read first.

INTERESTING FACTS.

LET us consider the fact, that in the last twenty years machinery has more than quadrupled the efficiency of human industry.

With the same amount of labor each man may obtain *four times* the amount of food, clothing and shelter, or for one-fourth of the labor necessary twenty years ago he may obtain as much as the laborer of that period did.

Achievement in this direction has but begun. In the near future hovers the picture of a people so free on the side of its natural wants that its time is its own for moral and intellectual culture.

But there is one general training especially requisite for the men who are to act as directors of machinery, and who are to do the business that depends upon it; this training is in the habits of punctuality and regularity. A human being may wait for the arrival of another, but a machine will not make any allowance for the whims, or caprices, or failures of individuals in obedience to the laws of time and space.

The fact that so much of labor depends upon machinery, makes itself felt through all occupations of life. The necessity of conformity to the time of the train at the depot, to the starting of work in the manufactory, fixes the time for all the minor affairs of life (eating, sleeping, recreation, etc.,) with absolute precision. Only by obedience to these laws of time and place can we make those social combinations necessary to free us from this perpetual slavery to our physical wants and necessities.

But the school makes these duties the ground and means of higher duties. They are indispensable, but not the ultimatum. They make possible higher moral culture. The quick and prompt obedience of the pupil in simple mechanical training, renders him accessible to lessons of higher import.

Take for instance the discipline of calisthenics; the pupil is taught to sacrifice his arbitrary control over his body and to combine regularly and punctually with others in imitating prescribed bodily gestures or exercises. Thus his sense of rhythm—or regular combination with others—becomes further developed. Through this becomes possible the training of general habits of proper position for sitting and standing, proper modes of speaking in addressing others; in general, the formalities of polite intercourse, upon which so much of success in after life depends.

COUNTY SUPERINTENDENCY.

IT is strange that after a trial of seven years county superintendency should need defense, and yet it is true. That it has achieved for the schools excellent results, and that the country schools are very much better than formerly, no person cognizant of the facts will deny. The schools in most counties have been graded and systematized. The work of teaching has been inspected.

The standard of qualification of teachers has been advanced. The general educational tone has been raised.

The absolute necessity of having an organizer and leader to direct the work of a hundred independent isolated teachers, many of them without experience, is just as apparent to the mind of an intelligent person, as it is that a railroad should have a superintendent, or that a manufacturing establishment should have a foreman, or that any business employing a large number of hands should have some one to lead, direct, plan, criticize, help.

Nobody doubts the wisdom of superintendence in all the business affairs of life. They know that it saves money and insures better work.

School teaching and school work do not form an exception to this universal principle.

But still superintendency needs defense, and now is the time to make it. The writer knows of several counties in which the candidates for the Legislature, that are likely to be elected, are making a special fight against superintendency, and pledge themselves to abolish it, if they can, when elected.

The time to labor effectively with

these and all other candidates for the Legislature is *before* the election. Let superintendents, and more especially teachers and other friends of the country schools go to work at once and bring to bear such influences as will inform and make right every Representative and Senator in the State. Teachers hold the balance of power in most counties, and they should place the welfare of the schools above party. To abolish or seriously cripple county superintendency would be to turn the educational wheel of progress back at least ten years.

If superintendency is not doing for the schools all that it should it is the fault of the administration and not the fault of the system.

He who opposes the system does it either because he is ignorant of what it has done and is doing, or because he is a demagogue, or because he is opposed to the best interests of the schools.

CAN YOU ORGANIZE?

CAN you organize a Reading Club, for instance?

If so, you are sure to win your way. What is all progress but the adding together of this knowledge and that knowledge, and on that basis take a step forward and a step higher up?

Just as two and two make four—just so all steps are taken and all accumulations made.

How much of this can you do?

What and how much of this better element found in *every school district* in the land, can you organize?

What are school districts but organizations?

What are schools but organizations?

What are churches but organizations;

What are political parties but organizations—persons of like view and like aims coming together for the benefit of each and the benefit of all?

So a "Reading Club" is an organization for mutual improvement and mutual culture—an organization to supplement, and carry on, and carry up the work you do in the school room.

If you teach pupils to read, of what special use is it, unless you help them to something to read? So a reading club becomes an important helper to you and to your pupils, and to all in the school district.

We are glad to call attention in this connection to two or three volumes of special interest to those who are just now moving in this direction.

In the hands of intelligent teachers these volumes can be made to foster a love and appreciation of thoroughly good books, and will thus render to pupils the greatest service teachers and books can render.

We refer to the following, published by Houghton, Mifflin & Co., of Boston:

"American Poems," "American Prose," and "Ballads and Lyrics," three books, which seem to be admirably suited for supplementary reading. The first two contain entire poems, essays and stories by eminent American authors,—Irving, Bryant, Hawthorn, Emerson, Longfellow, Whittier, Holmes, Lowell and Thoreau, prefaced with biographical sketches of these writers, and accompanied by foot-notes explaining historical and personal allusions.

The third book contains about one hundred and fifty of the best ballads and lyrics in the English language, with helpful notes, forming a delightful introduction to this charming department of literature. The three books are every way admirable, whether for use in schools or for family libraries.

We find the following significant fact in one of our exchanges. We invite attention to it:

"Two candidates for Congress were recently nominated without difficulty, but in the contest which arose over the nomination of a Sheriff twenty men were knocked down. From this we judge that a Sheriff has better pickings than a member of Congress."

Let our teachers take note of the fact that the money collected and due them at the end of each month, remains *unpaid*.

Where is it? The people have paid it—the teachers ought to have it. Where is it?

We rather think the above paragraph explains it.

Is there a remedy for this evil, this injustice? Yes.

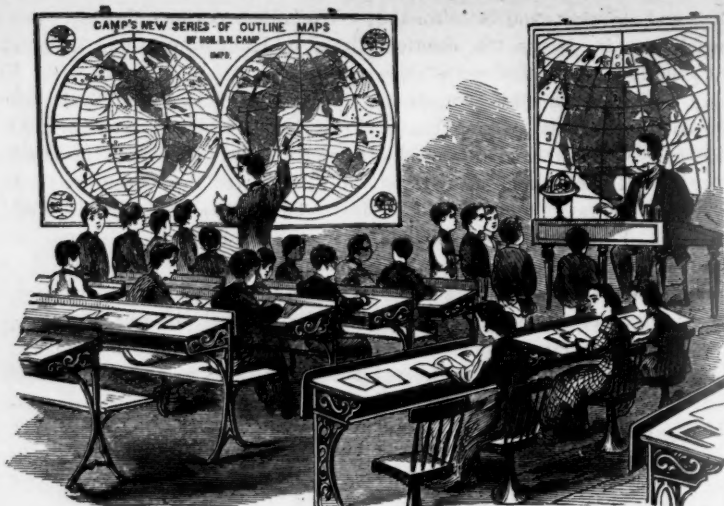
ONE of the leading teachers of this State sends in over *fifty* subscribers to this journal, saying: "I have been working away in the institutes all summer, and I like this kind of *re-creation* of both mind and body."

It is not work that hurts people half so much as the want of work.

UNTIL we teach that intelligence and morality are the foundation of all lasting prosperity, we shall not interest the great body of mankind, nor give a practical direction to their efforts.

EVERY mind has to pick up all its intellectual wealth thought by thought—gleaning often among the very thorns and briars of difficulty.

AN all-wise and gracious Providence has put knowledge and virtue so far above all other human acquisitions and properties, that it has ordained that all the children born into the world should begin in the race of learning exactly even.



TOPICAL GEOGRAPHY.

SOME one has said wisely, that "Geography should be taught in the interests of civilization.

What is the significance of this or that country to man? is the question to be borne in mind throughout the entire investigation. The problem is to find out what is the relation of each place to the rest of the world. Hence, what does it produce for the rest of the world, what does it demand in return, and what are the means of transit to and fro?

Besides this," he continues, "we are called upon to give, as far as it lies in our power, such an education to the rising generation as shall fit it

for political insight and wise statesmanship."

In order to do this wisely and well, we must study not only the world's production but its history as well, and history to a certain extent should be taught with geography.

When the people are uneducated, and spend all their time to secure food, clothing and shelter, no great progress can be made. In beginning to teach geography, however, the mind of the pupil should not be burdened with useless details.

Teachers who have been most successful have adopted something like following, better known as

THE TOPICAL METHOD,
or teaching by topics:

- | | | |
|---------------------------|----------------------------------|---------------|
| I. Geographical Position. | 1. Relative. | 1. Latitude. |
| | 2. Absolute. | 2. Longitude. |
| II. Dimensions. | 1. Greatest Length. | |
| | 2. Greatest Breadth. | |
| | 3. Area in Square Miles. | |
| III. Outline. | 1. General Shape. | |
| | 2. Boundaries. | |
| | 3. Coast Line. | |
| IV. Surface. | 1. General Division. | |
| | 2. Mountain Ranges. | |
| | 3. Important Peaks. | |
| | 4. Important Plains and Valleys. | |
| V. Rivers and Lakes. | | |
| VI. Climate. | | |
| VII. Soil. | | |
| VIII. Productions. | 1. Vegetable. | |
| | 2. Animal. | |
| | 3. Minerals. | |
| IX. Population. | 1. Number. | |
| | 2. Characteristics. | |
| | 3. Education. | |
| | 4. Government. | |
| | 5. Religion. | |
| | 6. Occupations. | |
| X. Cities. | 1. Capitals. | |
| | 2. Seaports. | |
| | 3. Manufacturing. | |
| XI. Traveling Facilities. | 1. Steamboat. | |
| | 2. Railroads. | |
| | 3. Other Modes of Travel. | |
| XII. History. | | |
| XIII. Miscellaneous. | | |
| XIV. Draw a Map. | | |

These topics, arranged or combined in any order the teacher may prefer, can be taken separately as a lesson for the entire class; or, which will give greater variety and interest, may be divided among the pupils, for each to bring to the recitation all the information attainable relating to his topic or topics, with liberty to add to that given by others on different subjects, when anything new can be presented. Another day the topics can be assign-

ed to different individuals, and the changes continued till each pupil has thoroughly investigated every topic.

In recitation, all the pupils who are prepared to recite on the particular topic assigned them, may signify it by raising the hand. Then one may be required to bound the country, pointing out the adjacent countries on the outline map as he names them; another may give the statistics of the division under consideration; a third

describe its surface and soil; a fourth its climate and productions; a fifth speak of customs, religion and education; a sixth mentions capitals and important towns; a seventh the curiosities, natural or artificial. These subdivisions may be as minute as desired, though experience will probably show that several topics can be prepared by each pupil for a lesson.

To aid them in preparation, books of travels, histories, gazetteers, and other books of reference should be supplied for general use in the school.

If the lesson is prepared in writing and on paper, it will afford an excellent exercise in grammatical construction, composition, and penmanship, and by preserving the various lessons each pupil will possess a geography made by himself.

Prof. Emerson Davis says in the "Teacher Taught," that "this method of teaching renders this study most interesting and profitable. The class is seated in front of the map; one of their number is designated to stand by it and mention the boundaries of a country, and with a rod to point to the rivers, mountains, &c."

Art of School Management.

BY J. BALDWIN.

XLV. The Coming Teacher.

1. *His Position.*—The old school master belongs to the past. The modern teacher marks the transition from the old to the new. The coming teacher will fill an honored position among the illustrious of the earth. With noble mein, he will stand in the arena of thought and action, the peer of the statesman, the clergyman and the philosopher.

2. *What he will Be.*—The coming teacher will be a superior man or woman, physically, mentally, and morally.

(1.) He will be a splendid type of physical manhood. His erect form, buoyant step, graceful movements, musical voice, powerful and well-poised nervous system, exuberant spirits and enduring strength, will fit him to direct, to manage, to instruct, and to inspire. Teaching is thought to be easy work, hence the tendency to fill our ranks with weaklings and invalids. Fatal mistake! No other profession requires such robust health—such bounding spirits, such nerves of steel. The nations are beginning to learn this lesson. The coming teacher will take his place with the soldier and the athlete as a splendid type of physical manhood.

(2.) The coming teacher will possess mental power and vigor. He will be the peer of the editor, the statesman, the minister, the lawyer,

and the physician. He will lead his pupils up to a grander, higher life. In all the movements of society, he will be a prominent actor. He will profoundly study men and affairs as well as books. He will ponder well the great problems of humanity, and he will so educate his pupils as to render them of the greatest possible value to society and to themselves. Teaching requires talent of the highest order. Too long have theology, medicine, law and commerce absorbed our best men; too long has the error prevailed that any one can teach children. Society should demand her most gifted men and women for the school room.

(3.) Thorough scholarship and broad culture will characterize the coming teacher. To good natural abilities he will add learning, culture, and discipline. He will know vastly more than text-books, and will be able to lead his pupils into broader and richer fields of thought. He will know how to introduce practical knowledge of almost every kind into the subjects of study. To call him a teacher whose scholarship is rudimentary, shallow and nebulous; whose knowledge is elementary, crude, and scanty; and whose notions are narrow, bigoted and erroneous, is the worst of misnomers.

The time has come when ignorant pretenders must be excluded from our noble profession. The coming teacher will possess breadth of learning and breadth of culture. He will be master of the subjects taught, independent of the text-books, and capable of the most searching analysis and the clearest synthesis.

(4.) The coming teacher will be a person with sound principles, pure and noble impulses, and a stainless character. They who mold our youth, and whose mission it is to inspire love for everything that is pure and right, must themselves be pure and true.

All the vicious, all the canting hypocrites, all whose impulses are low and selfish, must be excluded from the brotherhood of teachers. Here we must have genuine men and women, such as have hearts full of love for God and man, such as will, by every word and act, help their pupils to become strong to resist the wrong and do the right. The coming teacher, with these sterling traits, will do more to elevate our race than all other reformers combined.

(5.) The coming teacher will be an educational artist. He will be a profound student of child-nature, as well as of the educational thought and experience of the race. The great educational principles, "mind and body are interdependent"; "the soul

is self-acting"; "educational growth results from well-directed effort"; "the self-activity of child-mind, stimulated and directed by the teacher, results in development"; "to take an intelligent step, the teacher must understand the plan of child-mind, as well as the plan of the subject taught," etc., will enter into the warp and woof of his mental economy.

As an artist, he will be guided by these principles. He will teach principles, things, thoughts—not mere words and book formulæ. He will train the pupils to be observant and self-reliant, and to use judgment as well as perception and memory.

Under his plastic hand, the entire nature of the child—physical, mental and moral—will bud, and blossom, and bear fruit. The grandest, noblest manhood will be the product. Our race will enter upon the sublime phases of human possibilities, foretold by poets and philanthropists.

Then will be realized universal education and universal brotherhood.

3. *How to Provide the Coming Teacher.*—Philip thanked the gods that Alexander was born when he could have Aristotle for a teacher. Every child has as much right to skilled instruction as the son of a king. The world's great want is educational artists. The world's great work is to provide efficient teachers for the masses.

(1.) The teacher's position must be made more desirable. None but the worthy must be permitted to enter this profession, and society must be educated to hold in high esteem the self-sacrificing and hard working school teacher. The people must learn to honor, and trust and co-operate with these brave men and women.

(2.) The teacher's position must be made more secure. No other vocation is now so precarious. For all sorts of reasons, or for none, the teacher is "turned off." The common school teacher is literally a wanderer. Is it surprising that competent teachers seek other fields of labor? When all this shall be changed, and when the people shall learn to spare no effort to secure and to keep the best teachers, our most gifted youth will gladly fit themselves for educators.

(3.) Teaching must be made more remunerative. Excepting California, no State or country adequately remunerates the common school teacher. Short terms and low wages are fatal to efficiency. Ten dollars less per month decides the average school board to employ an inferior teacher. So long as we pursue the ruinous policy of exacting a dollar's worth of work for fifty cents, just so long will we fail to secure efficient teachers.

Talent commands its price. Adequate compensation is absolutely essential in order to secure the most worthy men and women for our teachers.

Henry Ward Beecher, in speaking of teachers and salaries, says: "There is no profession so exacting, none that breaks men down so early as that of faithful teaching; and there is no economy so penurious, and no policy so intolerably mean as that by which the custodians of public affairs screw down to the starvation point the small wages of men and women who are willing to devote their time and strength to teaching the young."

(4.) Positions must be made dependent on merit. Favoritism and nepotism are the bane of the profession. They literally drive the most worthy out of the profession. The selection of a teacher upon merit is the exception. The modest and worthy teacher gives place to the dolt who happens to have an influential uncle or a rich brother-in-law, or who belongs to a popular church or to the dominant political party.

This crime against the race demands a speedy and radical remedy. The indignation of outraged humanity should be visited upon the guilty perpetrators of these frauds. School boards must be held to strict account. Necessary safeguards must be provided. He who votes for a teacher from favoritism must be branded as a public enemy; and unscrupulous place-hunters must be expelled from the brotherhood.

(5.) The best means of educating teachers must be provided. The coming teacher will usually be a graduate of a normal school, hence these institutions must be made every way worthy. Normal institutes must be maintained to stimulate continued growth. Our educational literature needs to be vastly improved and extended.

The coming teacher will not only be familiar with the educational achievements of the past, but also with current educational thought and current movements.

3. *The Coming Teacher will be a Man among Men.* He will boldly lead his pupils and the people up to a higher life. He will dare to teach vital truths, and will not shrink from pushing them to their results.

4. *The Mission of the Coming Teacher.* Our best school systems are now comparatively inefficient because of the incompetency of teachers, and our best systems are full of defects.

(1.) The coming teacher will perfect our school systems, so as to secure the highest results at the least expense. Only teachers are qualified

to perfect our educational plans. The outlines of the coming system are now well defined, and our educators, with singular unanimity, support the proposed measures.

(2.) The coming teacher will revolutionize our school methods. After all that has been done, the majority of our schools are wretchedly taught. But the coming teacher, even now, is at work in favored localities, and is doing bravely and well the work of revolutionizing school methods. It may take generations, but ultimately the coming teacher will find his way into every district.

STATE NORMAL, Kirksville, Mo.

BRICKS WITHOUT STRAW.

AS the Israelites in Egypt found it a terrible burden, added to their regular tasks, when compelled to procure their own supply of straw to bind the clay together, so the school children find it a dreadful burden, added to their daily tasks, when no explanations, no previous solution of difficulties, and no after help is given them by teachers.

It would be quite work enough for most children to learn the lessons which they can understand and manage for themselves, but it is too much—and downright cruelty—to give them lessons which they do not understand and cannot possibly conquer or master without much help from older minds.

Woe unto those Pharisees of the school room who lay over-heavy burdens on young minds, and who seldom explain or assist at all, even so much as to lift the burdens with one of their fingers.

The command is general and absolute: "That is your lesson: learn it!" "Do this," and the child must do it, or suffer. If unable to do it, owing to the immature and undisciplined state of the mental and the moral powers, (not to add the physical)—and if unable to get the necessary help at home, owing to the conscientiousness of parents, or their ignorance, fatigue, or preoccupation, the poor child is the victim marked, blamed, kept in, disgraced or even insulted, as if stupid or lazy.

Continue this daily for thirty days, and thirty more, and thirty more, and the mischiefs must follow as surely as effects follow causes. The conscience, the hope, the spirit, the happiness of the young pupil are all crushed.

Here and there is a Pharaoh of the educational system in our large cities, who needs some stroke of an avenging angel to make him let the victims go. You, dear reader, and I could quote names and state facts to prove it.

Yet there is cause for their cruelty

to these innocent sufferers, if not apparent excuse. The teachers are like soldiers between two fires—spurred on by the demands of a grossly incompetent board of education or by a heartless Gradgrind of a superintendent, to exact a sort of planetary motion, "equal spaces in equal time" from a class—or attacked and flanked by the rivalry of other schools—or attempting to cram the outlines of all modern knowledge into the few years of childhood and early youth.

If the Principal does not "give satisfaction," his reputation and salary are lost.

The intensity of the purpose, and long-continued strain on the pupil's mind and health, is the cause of many a fearful wreck of body or soul. If you doubt it, easy-going optimist, ask three of the best physicians in your city, as a competent jury, and act upon their verdict.

The "ounce of prevention" is to come from the parents, who know what their children can do in study, and can safely bear in the way of diligent application. The sensible, intelligent parents, have the remedy in their own hands, and should apply it promptly. If parents join as accomplices or as instigators, in exacting unreasonable and cruel and ruinous labors from their tender offspring at too early an age, they may find too late no avail in repentance, though they "seek it carefully with tears," for they outdo Cain's sin when they ruin their own children.

L. W. HART.

THAT reading club need not, to start with, consist of over five or six—the more the better though, if there is harmony and congeniality, and what is all-important too, variety. It needs but very few rules, and the exercises should be short, so as to give all who desire to take part an opportunity to do so.

Suppose six start it, or five even, and each should read an extract of five minutes, a poem, an anecdote, a historical fact, the announcement of some new discovery, or some new application of steam or electricity, an excerpt from some address or story; and then let each comment, not criticize, but add, if possible, a thought or suggestion; and do you not see how each would soon unconsciously be at work everywhere, and all the time, to get hold of and store away, so as to have ready for use, the best things?

Do you not see what an effect this would have, not only to stop idle gossip, but to stimulate the person to read more and better books, to be in association with the best thoughts of the best men and women?

In such companionship there must be growth, and strength and beauty!

TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS

of this journal:

OFFICE STATE DEPT. OF PUBLIC SCHOOLS,
NASHVILLE, TENN., JULY, 1880.

W. F. Shropshire, Editor Tennessee Edition:

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

STEADILY, but grandly the ranks march bravely and cheerfully on to duty, to strength, and to power.

The schools of America to-day, both public and private, present a spectacle of richest promise, of greatest hope.

Every place is filled full to repletion. Our school houses are not large enough. The pupils in many instances are passing on, even beyond the teachers; are hungry for larger draughts of knowledge.

Order, obedience, love and inspiration kindle faces to a glow, and minds into a fervor of rapture; pressing on to a manhood and womanhood of character and citizenship that will bring peace and unity and prosperity to all sections, and build up a great people, capable of great thoughts ripening into great deeds.

PARENTS who neglect the education of their children, really renounce, for their offspring, all right to the prizes offered by Providence to intelligence, industry and morality, and rivet the chains of dependence about their necks forever. Wealth cannot be produced by ignorance and inertness; and, without a moderate command of property independence and social consideration cannot be attained.

CHILDREN who are not gifted with originating powers, which is the case with nineteen out of every twenty, reflect slavishly when they grow up, the impressions and ideas which their mothers, companions, teachers and books have infused into their minds; and of these the authority of the mother is not the least.

Knowledge and wisdom, far from being one, Have oftentimes no connection: knowledge dwells

In heads replete with thoughts of other men;

Wisdom in minds attentive to their own.

Knowledge, a rude, unprofitable mass, The mere materials with which wisdom builds,

Till smoothed and squared, and fitted to its place,

Does but encumber when it should enrich.

Knowledge is proud that he has learned so much;

Wisdom is humble that he knows no more."

"BEGIN EARLY."

VOLUMES are contained in the above short sentence of four syllables. "Begin early" to keep the garden free from weeds. Begin early (in the day) if you would accomplish the most or utilize the best hours.

But above all is it necessary to begin early in life with the children, if we would make permanent impressions, or enforce those moral principles necessary to a high and useful life. We need say nothing here of this necessity in respect of intellectual training; the maxim is so evident as to need no enforcing.

We have in mind just now a particular branch of ethics, and we see not why it should not be made much of in our schools, unless, forsooth, it is quietly conceded that all reference to morals as well as religion must be avoided as one enters those halls of "learning!"

But instead of being passed by we hereby declare that our schools, especially perhaps our larger public schools, are far below the mark of the standard they should occupy in that which relates to the highest and best culture, and will remain so until more attention is given to ethics as a distinct branch of study. Yet we are now speaking of the *younger*, to whom the words of our text apply. Let us "begin early" to instil habits and principles of temperance in their minds.

This matter has been suggested by a letter from Rev. Asa Bullard to the *Advance*, dated Switzerland, August 9, in which he suggests a novel, and doubtless most effective mode of firmly establishing the young, and hence, of course, the next generation, in strict temperance principles.

He says: "One of the most promising efforts of the Massachusetts Total Abstinence Society for several years past, has been its labors in connection with the young. Not only are its agents visiting and addressing

our public and Sunday schools, but by means of prizes of from five to ten dollars, it is interesting the members of our high or grammar schools, so far as permission from the school committees can be obtained, in writing compositions on "The Evils of Intemperance, and the Remedy."

More than eight thousand compositions have been written on that subject within the past few years, and a large number of prizes distributed.

Every pupil who has written such a composition has become, almost necessarily, committed to the cause of temperance, and will not grow up a drunkard."

He also states that this effort at writing causes a vigorous research among various books and statistics, and inquiry among friends regarding the evils of the traffic and the use of intoxicating drinks, such that the influence of that very effort is effective and wide-spread. Moreover, if a prize is gained, the event will never be forgotten.

Now here is something new and striking, at least to the writer. Let the idea, for is it not a big one? be passed on from one educational paper to another, and from one school or school board to another. And if there be those who cannot speak, but have money, let them go and do likewise, offering a prize of five or ten dollars for the best article on some one phase of the temperance question; that one which, in the particular community in question, shall be chosen as the most appropriate in the premises. The prize shall be given to the one writing the best essay or "composition" (the latter is a hateful word, and ought to be thrust out of such a use) on the evils or the remedy for intemperance.

Perhaps it would be well to divide the prize between the first and second or even third-best productions.

Moreover, "Barkis (the board) being willin'," what a grand occasion might be made if all were invited to the public hall on some evening to listen to the reading of said essays, and witness the awards. Let the "Harmonious Club" sing a few pieces, and one or two follow who can speak on the good cause, say the squire or the doctor or the preacher (that is, if their heart is enlisted, and they can come up to the occasion).

Here, then, is at least a suggestion. If the topic be not strictly literary, yet the discussion will have both a literary and moral effect. Where shall it first be tried? Please report.

A.

KNOXVILLE, Tenn.

"POLITENESS is to do and say

The kindest things in the kindest way."

If virtue and a well-tempered soul be not got and settled, so as to keep out ill and vicious habits, languages and science, and all the other accomplishments of education will be to no purpose but to make the worse or more dangerous man.

BEFORE we can obey the Creator's institutions, we must know them. The sciences which teach the physical laws are Natural Philosophy and Chemistry, while the organic laws belong to the department of Anatomy and Physiology. It is the business of the Political Economist to unfold the kinds of industry that are really necessary to the welfare of mankind, and the extent of labor that will meet with a just reward.

VALUABLE EXCERPTS.

I. The "great wrong" of supporting high schools has not "grown up" in connection with our system. It originated the system.

II. The schools do not attempt all the sciences and higher branches of learning required in the professions.

III. The high school is a common school, and is as necessary a part of the forces required to form good citizens as any other.

IV. The high school does not "breed discontent" more than any other school. The "discontent" is the outgrowth of freedom, and the great spur to progress under democratic institutions; and ambition is the force which propels to higher things throughout society. Some evil, but vastly more good results. The costly houses, carriages, clothing, etc., arouse the same desire. The only way to repress this is to make it impossible for any one to better his condition. This may be done in Russia. It is what we do not propose to do.

V. It is not true that the children of the poor leave our schools early, any more than those of the rich.

VI. But if they did, the tax on the little house would have been received back again ten times over.

VII. It is mere assertion, not susceptible of proof, and not true, that nine in ten of the pupils in high schools would better pay their own tuition.

The gist of the opposition to high schools lies in a caste feeling. Somebody will get out of his condition in life. There should be a laboring class, taught trades; and an educated class whose children should be prepared for that station; with this provision, however, that these high mightinesses may stoop once in a while, and pick up an exceptionally bright pauper to replenish their own enfeebled ranks. Contrast this sen-

tirent with the noble language of Thomas Jefferson:

"It becomes expedient for promoting the public happiness, that those persons whom nature hath endowed with genius and virtue, should be rendered by liberal education, worthy to receive and able to guard the sacred deposit of the rights and liberties of their fellow citizens, and that they should be called to the charge, without regard to wealth, birth, or other accidental circumstances."—Supt. A. P. Marble, Worcester, Mass.

A prominent educator writes as follows: "All we ask is that the taxpayers shall judge our work intelligently, that they shall compare it with the work done in the private schools in its quality, its extent, its solidity and its cost."

Those are three very important factors in the educational problem—quality, extent and cost.

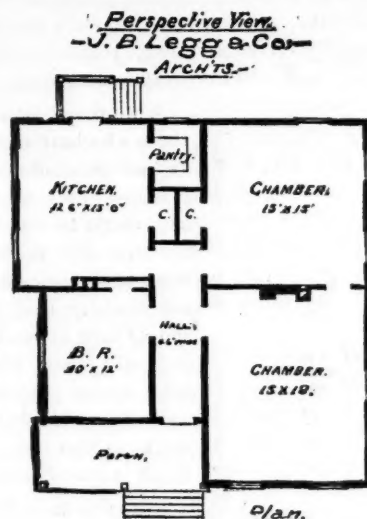
Our schools start off prosperous and strong, with a promise of doing more and better work than ever before.

If some of the good cheer and enthusiasm of the pupils and teachers can be communicated in a quiet, effective way to the patrons and parents, great good will be done. Talk it over with the pupils and see what, working together, you can do. Try a short entertainment some evening early, and keep some of your best material in reserve for another. It will most assuredly be called for, if you do not tire the people out by running it too long.

Don't put on more than ten pieces, and have a "social" between, and so show the parents what the school is doing for the children and the patrons, too.

The work of each citizen will have value in proportion as he can do it better than other citizens can, and the aggregate work of all the citizens will have greater value in proportion as each has been best trained in his own department. The highest value in the world's markets will be obtained by that nation which has been at most pains to cultivate the intelligence of its people generally, and afterwards to give each the highest education and training in his special calling. In other words, the value of a nation's work will be augmented in proportion to the excellence of its system of Technical Education.

No one, however rich and powerful be his parents, shall inherit from them a single letter of the alphabet, to set him at the slightest advantage, at the first start, over the poorest peasant's son.



FOUR ROOM COTTAGE.

IN place of the cut and plan for a school house, we give our readers a beautiful design for a four-room cottage, intended for a small family in the country or in the suburbs of a city or town. The chief virtues of this design lie in the compact, convenient and still picturesque grouping of the rooms. No space has been wasted in hall room, still the latter is in such a position as to afford direct communication with all the rooms, thus not only making a handy and close connection, but also always ensuring a cooling draft during the summer months, and is easily warmed in winter. The kitchen, 12 feet 6 inches by 15 feet, is large enough to serve as a dining room also where there is a small family, or in case this is not desirable, the chamber opposite, 15 feet by 15 feet, could be appropriated for that purpose, still leaving two bed rooms. A neat porch ornaments and protects the entrance, and the house contains a liberal allowance of closets.

The elevation in perspective shows the building elevated enough to secure dryness in the rooms, and shows that simple forms properly proportioned can make a pretty and pleasing impression on the eye of all; and yet the cost is not increased a dollar.

If we make our homes attractive, inside and outside, we have already

taken an important step in saving the rising generation.

Mr. J. B. Legg, the architect of St. Louis, who has done so much to make attractive many of the growing towns and cities along the line of the Iron Mountain Railroad, and in other directions also, will cheerfully give any further information desired.

Is it not a good plan to let the school make the rules by which it is to be governed, with some help and a few suggestions from the teacher and the trustees or directors?

Of course, nothing can be done unless all are punctual, regular in attendance, law-abiding and harmonious. A school is a republic on a small scale, where all work with each and each with and for all.

A great and good man may have his mind and heart full of the precious jewels of knowledge, but he cannot give one of the least of them to his child without an effort on the part of that child to receive and retain the gift.

Every mind, however favored by outward circumstances, has had to obtain its stock of knowledge by its own labor.

SEND ten cents if you want to see sample copies of this journal.

BE CAREFUL.

WILL the school officers in this and other States allow us to suggest that, inasmuch as a large majority of the children attend school only *three years*, they should be provided with the best means of making the most of these years?

The best teachers should be employed. You cannot afford an incompetent teacher because you can hire such an one *cheap*. There are plenty of competent teachers to be had. School officers should be, and will be held responsible if they employ incompetent teachers. They are elected to do certain necessary things—elected to hire a competent teacher and to provide such teacher all things needful to accomplish the most work possible within a given time.

The law is specific and plain on these points, and *obedience to law* on the part of our school officers will insure success.

A great "revival" is going forward in educational matters in this and other States. The lectures delivered before the "teachers' institutes" that have been held the past season have reached, convinced and converted the people—have created an interest in our schools and their management, which promises the best results.

The question of most importance before the American people to-day, is not the one as to who shall be President, for the President makes no law, he simply executes the laws—he is subject to the will of the people. The people are the power.

The important question is, what is the will of the people?

This revival in educational affairs will mark a new era in our history. If the people are intelligent, law-abiding, industrious—working together in peace and harmony—there is prosperity and wealth and happiness and an abundance for all.

Our schools are the most potent factors in establishing and developing these habits of obedience and industry and truthfulness. These are the very foundations upon which the public school system is built.

They insure an intelligent will-power, which is above all Presidents, all Cabinets, all Congresses. These are but means to an end. The end is the peace and prosperity and happiness of this great people.

What is *will* power? On what is it based?

If ignorant and bigoted and selfish, then there will be division and jealousy and hate!

If intelligent, then there will be unity and peace and liberality and joy. Each for all and all for each.

Our resources are as inexhaustible as the air we breathe, and as abun-

dant. Intelligence, knowing this, develops them. Ignorance, not knowing this, is jealous and bigoted and hateful—fearing that your gain is their loss. Intelligence develops and pays. Ignorance hinders and limits and costs!

THE NEW TEACHER.

THE editors of the *Iowa Normal Monthly*, we believe they are Shoup & Co., on the following points seem to be very sensible and very practical too. We should advise Shoup & Co. to keep close to topics with which they are familiar.

If they do as well in every issue as in the September number, we shall quote, and give them credit for helpful suggestions. They say:

We subjoin the programme prepared for our own primary teachers, and trust that with slight modifications it will be found useful to teachers in other schools. If there are three classes instead of two, it will, of course, be necessary to make the times of recitation shorter and assign practice work or study to the two classes not reciting.

Programme of Study and Recitation for Primary Grades.

9:00 to 9:15: Opening exercises; Roll Call, Singing, &c.

9:15 to 9:35: B Class Recite Reading Lesson; A Class Copy Reading Lesson on Slates.

9:35 to 9:55: A Class Recite Reading Lesson; B Class Study Arithmetic, Copy Tables, &c., on Slates.

Marching, Singing, Gymnastics, &c., 10 minutes.

10:05 to 10:25: B Class Recite Arithmetic; A Class Study Arithmetic; Write Tables, &c., on Slates.

10:25 to 10:45: A Class Recite Arithmetic; B Class Write Copy from the Board on Slates.

General Recess—15 minutes.

11 to 11:20: Teacher Examine and Criticise Writing of B Class; A Class Write Copy from Board on Slates.

11:20 to 11:40: Teacher Examine and Criticise Writing of A Class; B Class Copy Spelling Lesson on Slates.

11:40 to 12:00: B Class Recite Spelling Lesson; A Class Copy Spelling Lesson on Slates.

Noon.

1:30 to 1:45: Opening Exercises, Roll Call, Singing, &c.

1:45 to 2:05: A Class Recite Spelling Lesson; B Class Write Reading Lesson on Slates.

2:05 to 2:25: B Class Recite Reading Lesson; A Class Write Reading Lesson on Slates.

Go walking, or have gymnastics, &c., 10 minutes.

2:35 to 2:50: A Class Recite Reading Lesson; B Class Study Spelling Lesson.

2:50 to 3:05: B Class Recite Spelling Lesson; A Class Study Spelling Lesson.

3:05 to 3:15: Object Lessons, &c., Both Classes.

General Recess, 15 minutes.

3:30 to 3:45: A Class Recite Spelling Lesson; B Class Study Reading.

3:45 to 4:00: Drawing Lesson, Both Classes.

And now a few words to the teachers of secondary grades; you who do the hardest and the least appreciated work; you who have the pupils at their Modoc age; the age when their chief delight is cruelty to animals.

If the teachers of the primary grades need a carefully arranged schedule of occupation and drill for their little folks, with you it is an absolute necessity. It is well nigh impossible for pupils of this age to sit still with nothing to do. They are as rule full and bubbling over with animal spirits which, like the power in a steam engine, if not permitted to spend itself in work, may cause an explosion.

See that the season assigned for study as far as possible occupies the hands as well as the eyes of your pupils. It is possible for these lads to sit with an open book before them and with a most studious look on their humble and submissive faces, while they are in reality tunneling holes through the backs of their neighbors' desks. There must be work found for their hands to do.

Suppose that the lesson is reading: It is quite common to assign a certain number of verses of the lesson to be studied. The pupils are sent to their seats and all goes on well during the first five or ten of the thirty minutes given for its preparation. At the end of this time they have read the lesson through, and what are they to do with the rest of the time?

Why, read the same lesson over and over again and again.

Imagine yourself sentenced to sit quietly for thirty minutes and read over and over the same four or five verses from the average third or fourth reader! If a pupil's thoughts do not "wander from the lesson" after a second or third reading, it is because he has no thoughts.

Instead of simply telling the class to study the lesson assigned, they should be told *how* to study it. For example: first read it once very carefully; then copy it neatly on your slates, observing carefully the spelling of each word, and the use of capital letters and punctuation marks. After you have done this you may write on the other side of your slates sentences illustrating the meaning of the following words: (four or five of the more uncommon, occurring in the lesson, the teacher should write them

on the board). If you don't know their meaning you must look for it in your dictionary. You will bring your slates to recitation, and we will read the lesson from the slates as well as from the reader.

When the class is called the teacher should first of all examine the slates to see that the work assigned has been done. She should not take the time of the recitation to read the work on each slate, as that would leave but little time for the reading drill, which is the more legitimate work of the recitation. She should simply glance at the slates to see first that the work has been done, and secondly, that it has been done with reasonable neatness.

A word and look of approbation to those who have done the work well, and an admonition to use more care to those whose work is not so neat as it ought to be, will usually be all the stimulus needed to encourage them to do their best. After the lesson has been read from the book, it should then be read from the slates. This will show whether the pupils have copied the lesson accurately, and will afford a drill in reading script—a most important branch of study which is too often entirely neglected.

After this the definition work should be examined. This may be done by having some pupil read aloud his sentence illustrating the meaning of the first word, with criticisms by the class and teacher; a second pupil will read in the same way his definition of the second word; and so on until all the words have been disposed of. If there is time the teacher may examine this work herself and call the attention of the pupils to their mistakes, or she may have the work written on the board for the class to examine and criticise.

The secondary teacher who conducts a reading class in this way will not find the time dragging heavily on her hands or the hands of her pupils. There is something definite to do, and something definite will be done.

We have spoken at length of reading because it is the subject most liable to drag in this department. But in other subjects as well as reading it is necessary to have the seat work for the most part written. If the lesson is spelling, there is nothing better calculated to fix the words in the memory than writing them several times, and if possible making sentences to show their use. If the subject is geography, it will be much more firmly fixed in the mind by sketching maps; and if arithmetic, the teacher can require the work of all the problems assigned written out on slates and brought to class.

The programme will of course de-

pend upon the course of study and the number of grades in the room.

What has been said in regard to primary and secondary work in graded schools applies with even greater force to the corresponding classes in the ungraded country schools. Here, even more than in the graded schools, is there an imperative necessity for finding occupation for the classes not reciting, since, owing to the large number of classes in these schools, the time of recitation must be shorter and the time for seat work correspondingly longer.

ARKANSAS.

Has It Been Done?

Editors American Journal of Education:

THE school law of Arkansas requires the directors of each district to make out and furnish to the county examiner, between the 1st and 10th of September, an enumeration or census report of all children in the district between 6 and 21 years of age. From these reports the county examiner makes and furnishes a consolidated report to the superintendent, from which last report the superintendent makes his apportionment of the State school fund.

Now out of twenty school districts, eight failed last year to furnish me with an enumeration report, thus depriving the children of these districts of a share in the distribution of said fund.

The aggregate number of children in these districts is about 600, which, at 70 cents each, makes a loss to the school revenue of the county of \$420. For this dereliction of duty the directors of those districts are not only each liable to a fine of \$25, but they are also liable for the loss accruing to their respective districts by this failure to furnish the enumerations.

Respectfully, S. S. SEMMES,
County Examiner.

Money Orders.

Money orders can only be obtained at designated money order offices, of which there are in the United States 4,512. Money can be sent to any part of the United States with absolute safety, by obtaining a money order, for which the fees are: not exceeding \$15, ten cents; over \$15 and not exceeding \$30, fifteen cents; over \$30 and not exceeding \$40, twenty cents; over \$40 and not exceeding \$50, twenty-five cents.

No order issued for more than \$50.

All money should be sent us by registered letter or by postoffice order for subscription to this journal. If not so sent it comes at the owner's risk. All postoffices will send registered letters.

PENNSYLVANIA.

MR. B. F. SHAUB, President of the Pennsylvania State Teachers' Association, says that "the great progress made in the cause of popular education in Pennsylvania, is largely due to the establishment of a wise and efficient supervision adopted in 1854 by the Legislature. It saved money for the State, and improved the schools in every section of the commonwealth.

The grandeur of the act was in the absolute requirements of supervision. No option was left to the people.

The people do not do the work unless they are required by the State. Superintendence is a necessity, and if judicially adopted, is the one wise thing all educators should demand."

IOWA.

A Few Timely Suggestions.

THE following timely suggestions are by Superintendent Mathews of Jasper County. We commend them to our readers, and trust that a word to the wise will be sufficient:

"A model director looks after his school as after his private business. He endeavors to see whether what is paid the teacher is a good investment. He looks after the school property, sees to it that the teacher has what she needs to keep the school in the best condition; and manifests his interest in the school by visiting, encouraging and co-operating with the teacher.

Now is the time to begin to look after the school houses, and see if repairs are needed, whether a coat of paint is not needed; or if whitewashing will not make the walls more cheerful, and the room healthier; if blackboards do not need repairing or enlarging; whether the stove is a good one; whether the seats are in need of repair, or new ones needed. Has the school a good dictionary, good maps, a globe, blackboard erasers, &c.?

It will be much better for the school if the teacher employed for the fall term also has the following winter term. Many older pupils attend in the fall term, and it is important that they, as well as the younger pupils should have the same teacher through the winter. It will be better if the same teacher, if a good one, can be retained for one or two years.

The directors should begin now to think seriously of adopting as soon as practicable, a uniform series of text books in the township and independent districts. It is not necessary that a full change be made the first term, but if a series is adopted the changes may be made gradually

during three or four terms. An extra meeting of the board to consider the text book question is desirable.

BOOKS FOR TEACHERS.

WHAT books on teaching do you read?

What books on teaching have you read?

A school officer writes: "Every teacher in this county takes some journal of education, and most of them promised to read some work on teaching."

Suppose a lawyer in — county should write to a friend, "every lawyer in this county has promised to read a book on law" or a doctor that every physician had promised to read a book on medicine, or a minister a work on theology!

Would you trust the most insignificant case in the hands of a lawyer who never read a work on law? or yourself in the hands of a physician who had never read a medical work?

Will the people trust to you, or should they trust any one to train a child, the most valuable and important and sacred thing in the world, if you never read or have read a work on how to train, how to educate a child?

A mistake now mars all its future; loads it with a burden it must bear all its life. If it fails to get knowledge and culture and the use of its faculties now, it must be blind as to those faculties all its life; it must be limited and bound down by ignorance and incapacity, and bear these as a burden all its life.

And not only this, but its sweep of influence over mind and over matter too, must be limited all its life.

And you, if you take the position of teacher, and are incompetent to train it for the most, and the best, and the highest, are responsible, and must be held responsible, and will be held responsible, too, for its failures oft repeated, and the long line of disasters and ever accumulating evils resulting from your incompetency.

Be careful!

Don't let another six beautiful evenings pass without calling together a few of your older pupils and a few of the appreciative and intelligent patrons of your school, and starting a little society for culture and improvement.

The fact that you are teaching is basis enough upon which to start some such influence; that of itself shows that some one beside yourself wishes to pass on and out from the present boundary of knowledge, to something more and better.

Show them the way.

ALTHOUGH nothing has been said of late about the pernicious effects of study upon the health of girls, it may be worth while to reprint a table which we find in an exchange.

Excluding "war mortality" the necrology of the institutions following 1837-1880, 43 years, furnishes these figures:

	Graduates.	Dead.	Death rate, per cent.
Williams	1215	123	10.12
Amherst	1199	135	11.26
Harvard	2326	268	11.52
Bowdoin	1012	120	11.85
Brown	972	120	12.34
Yale	2883	337	13.42
Dartmouth	1639	276	16.83
Mt. Holyoke Sem	1213	129	10.39

THE AMERICAN JOURNAL OF EDUCATION has again been endorsed by the State Teachers' Association of Arkansas.

The following preamble and resolutions were unanimously adopted at its last meeting:

Whereas, the *American Journal of Education* has a department devoted to the educational interests of Arkansas, edited by State Superintendent J. L. Denton and others, therefore,

Resolved, That the members of this Association give it their hearty support as the educational organ of the State.

Recent Literature.

STATE OF REPUBLICS — Beginning with the Israelitish Commonwealth, one of the earliest republics of which history gives account, down to the present day. Boston: Estes & Lauriat.

A most admirable and timely work, as you will see by the following extracts:

It was one of the wise provisions of Lycurgus, in Sparta, that no evil speaking should be allowed. There is needed a public censor in America, who, "with a scourge of small cords" shall drive from our civic temple all who for political effect, dare speak against an American citizen words that are evil and slanderous.

The only thing that can save the United States from the fatality of historic republics, is Biblical Christianity among the masses of the people.

When the great intelligent head and the great patriotic heart of native-born Americans shall honor and cleave to Bible faith and practice, then nothing can harm us—all the manifest and occult forces of the universe will conspire to help.

Unless material prosperity improves the moral quality of our citizenship, the country is not a whit safer than if our only means of transit between East and West were confined to stage-coach or horse-back.

Unless steamboats, railroads, telegraphs and telephones aid in making men more temperate, more honest, and more pure, they should never be mentioned nor thought of in connection with the supposed permanency of the Republic.

The man who watches his flocks on the hillside by day and sleeps in a mountain hamlet at night, is as free from demoralizing temptations, and also is quite as likely to be a noble and valuable citizen, as is the man who rides in a palace steamboat. The citi-

zen, not the steamboat, affords National security.

GOVERNMENT CLASS BOOK — A Youth's Manual of Instruction in the Principles of Constitutional Government and Law. By Andrew W. Young. New York: Clark & Maynard.

A proper object of government is to promote the welfare and happiness of its citizens. For this purpose it must protect the people in the enjoyment of life and the fruits of their labor.

The prosperity of a State or Nation depends essentially upon the education of its citizens. Ignorance tends to make men idle and vicious.

On the other hand, education not only teaches them better ways of living, but impels them to follow the better ways, and gives them higher purposes in life.

MR. THOMAS A. EDISON contributes an article to the October number of the "North American Review," in which he states that he has succeeded in making the electric light entirely practicable for all illuminating purposes. He shows the advantages of electricity over gas, and explains how his system is to be introduced. He comments upon the unfavorable opinions that have been passed upon his work, and says that similar judgments were pronounced upon telegraphy, steam navigation, and other great discoveries. Other articles in the October number of the Review are: "The Democratic Party judged by its History," by Emery A. Storrs; "The Ruins of Central America," by Desire Charnay; "The Observance of the Sabbath," by Rev. Dr. Leonard Bacon; "The Campaign of 1862," by Judge D. Thew Wright; "The Taxation of Church Property," by Rev. Dr. A. W. Pitzer; and "Recent Progress in Astronomy," by Prof. E. S. Holden.

GREEK MYTHOLOGY SYSTEMATIZED. By S. A. Scull. Philadelphia: Porter & Coates.

An important work for schools, academies and colleges. "We should not study Mythology as we read fairy tales, in a spirit of amused incredulity, for those who are prepared to speak to us will tell us that the theme is as comprehensive as are human interests, and as high as human aspirations." Its general scope may be indicated in general terms, but to grasp it in its depth, breadth and suggestiveness, one's knowledge must be deep, wide and progressive.

BRITISH THOUGHT AND THINKERS—Critical, Biographical and Philosophical, by Prof. George S. Morris, of Johns Hopkins University, is the title of a new work in press by S. C. Griggs & Co. Professor Morris was for ten years Professor in the University of Michigan, and is the translator of Ueberweg's History of Philosophy. We may expect from the pen of Mr. Morris a work of much interest and value.

S. C. Griggs & Co., Chicago, announce for immediate issue a new series of Prof. Mathews' works, popular edition, at \$1.50 per volume. Numerous editions of his books have been published in England, and over 90,000 volumes have been sold in the United States.

A MANUAL OF CLASSICAL LITERATURE.—By Charles Morris, designed for the use of schools and private students, is passing through the press of S. C. Griggs & Co.

One at a time, in the reading club. Order, harmony, each for all and all for each, and very soon the one who takes the time and is responsible for it, will see to it that something beside empty gossip is and must be furnished.

ALL matter intended for publication must be in the hands of the printer by the 15th of the month previous to date of issue.

St. Louis Text Book Writers.

There is nothing of which St. Louis has better reason to be proud, than of her educational institutions.

It was a source of surprise to others, that in spite of the fact that St. Louis was growing to be one of our educational centres, and her schools were yearly visited by great numbers of leading educators from abroad, that we had done nothing in the way of making text books.

We have often had the question asked, "What teachers in your city have made books?" It was a source of wonder as to the reason that such good methods should not have been put into form to aid others in the work of teaching.

Within a short time, however, changes have been brought about as desirable as they are necessary. Profs. Harris, Morgan, Hosmer, Jamison, Seymour and Vickroy, and Miss Brackett, have entered the ranks of the world's educators, and the subjects of Reading, English Literature, German Literature, and English Grammar and Arithmetic have been discussed in an able and successful manner.

The success of the work of these scholars abroad, is abundant testimony to the superiority of their methods. At no time in the history of our country has there been so urgent a demand for good text books. With the number of subjects that are considered necessary to prepare the boys and girls of our day to perform the active duties of our complex life, there must be no loss of time in the school room; likewise, and even more important, there must be no loss of accuracy in the education of children.

Our St. Louis writers have been animated with the proper spirit—they have seized the correct idea of modern education, and their books are models, as near to perfection as the most cultivated tastes could desire.

We hope that our readers throughout the South and West will not be behind-hand in giving to the works of the authors mentioned their careful attention. It should be remembered that the advantages that are to be gained by the employment of a correct system of education, as embodied in good text books, can scarcely be over rated.

The Public School Library Bulletin.

No. 7-8 of the "Annotated Bulletin" published by the Public School Library, is out. It gives a list of the books added to the library during the months of January, February, March and April, and shows that the institution is rapidly accumulating literature of solid and enduring value, and better still, is informing the public of the nature and relative worth of these additions.

Readers may ascertain from these bulletins what books are likely to interest them or aid them in pursuing any special line of study in which they may be engaged. The notes are carefully selected from the highest critical authorities, and give in a few lines just what one wants to know about a book, at the same time referring to the original source for the benefit of those who desire to read the criticism in full.

The Public School Library purchases the best books published, and its well-edited Bulletin will be found serviceable to all readers and book-buyers. The Librarian, Mr. Frederick M. Crunden, will send specimen copies to those interested.

The last number contained a list of twenty books particularly recommended by the Librarian for young people's reading. This desirable feature is continued in the present issue by the publication of a list of fifty works of fiction specially adapted to young girls.

HORSFORD'S ACID PHOSPHATE has been used with excellent success for seasickness. It causes the violent symptoms to yield and give way to a healthful action of the functions impaired.

Change of Time on the Wabash, St. Louis & Pacific Railway.

On and after Sunday, Sept. 26, the Kansas express will leave St. Louis at 9 a. m. and 8:25 p. m., and the Omaha fast line at 8:10 p. m.

The new line of the Wabash, St. Louis & Pacific will be open from St. Louis to Chicago next week, elegantly equipped with new passenger coaches with all the latest improvements, new Pullman sleepers, a new time table, &c. For further particulars apply at Grand Union Ticket office, 120 North Fourth Street, corner of Pine.

New Line to Cincinnati.

From and after September 6, 1880, the Indianapolis & St. Louis Railroad will run a daily line [Saturdays excepted] of Horton reclining Chair cars from St. Louis to Cincinnati via Cincinnati, Hamilton & Indianapolis Railroad. These cars will leave the Union Depot at 6:45 p. m., on the fast New York Express, making immediate connection at Indianapolis for Cincinnati, arriving at Cincinnati at 9:25 a. m.; returning, leave Cincinnati at 5:45 p. m., arriving in St. Louis at 8 a. m. These cars are run without extra charge, giving the passenger the benefit of a night's sleep free.

Change of Time.

On and after Sunday, September 5, the "Fast Line" train of the Missouri Pacific Railway will leave Union Depot at 8:25 p. m. [St. Louis time], arriving at Kansas City at 7:33 a. m., Leavenworth at 9:20 a. m., Atchison at 10:20 a. m., St. Joseph, 11:30 a. m. Close and sure connections made for all points in Kansas, Nebraska, Colorado, New Mexico, and on the Pacific coast. The day express leaves Union Depot at 9 a. m., the same as heretofore, with through sleeper for Omaha.

F. CHANDLER,
General Passenger Agent.

ARKANSAS OFFICIAL.

OFFICE STATE SUPERINTENDENT,
LITTLE ROCK, Sept. 20, 1880.

To School Officers and Teachers:

The Normal District Institutes, required by Sec. 15 of the Common School Law, will be held at the following times and places:

Fourth Judicial Circuit, Harrison, October 14, 15 and 16.

Ninth Judicial Circuit, Camden, October 26, 27 and 28.

Third Judicial Circuit, Evening Shade, November 8, 9 and 10.

Eighth Judicial Circuit, Mineral Springs, November 18, 19 and 20.

Second Judicial Circuit, Gainesville, Dec. 1, 2 and 3.

Tenth Judicial Circuit, Monticello, Dec. 15, 16 and 17.

Eleventh Judicial Circuit, De Witt, Dec. 22, 23 and 24.

Seventh Judicial Circuit, Malvern, Dec. 29, 30 and 31.

Normal institutes are an indispensable part of the educational machinery of the age. They have steadily grown in popularity and usefulness since their origin, and now have the unhesitating approval of distinguished educators throughout the United States. Their mission does not end with the arduous pioneering incident to new States, but finds full scope where the public school system has been pared down and symmetized by experience and judicious legislation. Several States make liberal appropriations to pay for the services of educational experts, whose lives are devoted almost exclusively to the work of conducting Teachers' Institutes.

The sixteen institutes held since the beginning of my official term, have been a powerful agency in removing public apathy, disarming opposition, accelerating the growth of popular interest, and inspiring teachers with a nobler conception of their exalted vocation. The Normal Institutes are migratory Normal Schools in miniature. They bear instruction and inspiration to teachers who are denied better opportunities for professional improvement.

The law generously provides that while teachers are absent from their schools attending institutes, their salaries shall suffer no reduction. Directors should encourage teachers to attend, that they may be armed and equipped for more effective work.

Citizens of the various towns are expected to make ample provision for the free entertainment of school officers and teachers.

Respectfully, JAMES L. DENTON,
State Supt. of Public Instruction.

IOWA.**Official Department.**

BY C. W. VON COELLN, STATE SUPT.

Editors Journal:

Sundry Rulings.

1. In case the board of directors do not provide a school, as required by section 1727, there is no provision of law which will allow the county auditor to withhold the semi-annual apportionments. The remedy is an application by an interested party to a court of law for a writ of mandamus requiring the board to comply with the law.

2. If the county auditor has reason to believe that the provisions of section 1793, S. L. 1880, have not been fully complied with, he may refuse to pay the account, and the remedy of the district is an application to a court for a writ of mandamus, when the matter will be determined definitely.

3. The provisions of a teacher's contract must govern, unless varied by mutual agreement. The board may not order the term of school shortened, and refuse to pay the teacher for more than the time taught. In a case in which the school house burned, the Attorney General held, in an opinion given January 15, 1877, that if the teacher used proper diligence to find employment at something which he could do, and succeeded, the board should pay him the difference between the amount received in his new work and the amount of his wages under the contract. In other words, his loss should be made good, whether entire or only partial.

DES MOINES, Aug., 1880.

MISSOURI.**Official Department.**

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

A LETTER OF WARNING TO SCHOOL OFFICERS AND PURCHASERS OF FRAUDULENT WARRANTS.

I have just received notice from the commissioner of schools of Livingston county that "one Tohms, or Toms, professedly an agent for Harper Bros.," has been swindling the people of that county by getting warrants for school charts, which are never delivered. His plan is to go to one director at a time, get his consent or order and then procure a warrant from the district clerk and president.

Sometimes he induces the people of a district to sign their names to a seemingly innocent and harmless paper, and afterwards, himself, adroitly writes over these signatures a petition to the school officers, praying them to purchase these charts or maps. (This is the old gate, fence or lightning-rod trick to secure signatures to notes of hand).

After he procures his warrants, he discounts them and decamps to other verdant fields—frequently plying his rascally vocation under another name. But the charts never reach his confiding patrons.

Commissioner McInturf writes that this

scoundrel sold these fraudulent warrants, to the amount of several hundred dollars, to a widow in Chillicothe, and left the county for the Northwest. He thinks he is now in Andrew county.

This is an "oft told tale." Again and again have I warned the people, cautioned and instructed the district officials, and exhausted every means at command to check and prevent this villainy. In the county newspapers, and in the AMERICAN JOURNAL OF EDUCATION, I have exposed the plans of these thieves. I have issued circulars of warning to school officers, and accompanied the pamphlet edition of the school law with instructions, which if followed, would greatly diminish the opportunities of these penitentiary-deserving vampires, but the dear people will still throw away their money.

On pages 5 and 15 of the last edition of the school law I instruct directors and district clerks that no warrant is legal unless the Board has convened in its official capacity and ordered it, and a record is kept of the Board's proceedings. In this connection I refer them to the decision of our State Supreme Court [67 Mo. page 319] that the Board of Directors acting separately, cannot "bind the district by any contract they may make." In other words, the warrants issued to the map or chart swindlers, as above stated, are illegal and worthless as claims against the district. But the school officers who are thus warned and who still violate law deserve to suffer. They should be made to pay, if possible, every dollar represented by the fraudulent paper with which they are afflicting the public. I advise the purchasers of these fraudulent warrants to sue these negligent officers individually.

I also warn and instruct district officials to issue no warrants for any purpose until after services have been rendered, or materials furnished, and only to the parties rendering the service or supplying the materials. Issue no warrants until the Board convenes at the call of its president, and a record of its proceedings is made. Any other course is a violation of law, for which they should be punished.

County treasurers are hereby warned not to cash any warrant for school furniture or supplies unless they know that the materials for which the warrant was drawn have been received by the district board and the warrant itself has been legally drawn. The very fact that a man who claims to be a duly accredited agent of a responsible house—such as the Harper Bros.—should desire to discount a warrant or sell it, on his own responsibility, is a presumption of fraud which no officer is excusable for overlooking. Because these warrants have been bought by innocent purchasers is no justification for paying them out of the public funds; for the supreme court has decided (67 Mo. 319) that such warrants are not a claim against a district.

Those who discount or purchase these warrants have no excuse for ignorance of their nature and of the law, and do so at their own peril.

R. D. SHANNON,
State Supt. Public Schools.

Missouri exchanges please copy.

HORSFORD'S ACID PHOSPHATE In Consumption, Dyspepsia, etc.

I have used Horsford's Acid Phosphate in several cases of dyspepsia to my general satisfaction; and also have tried it in two consumption cases where I think it has done them a service. J. H. FORESTER, M. D.
Middleton, Ohio.

Agency Commercial Colleges. Scholarships for sale in all the leading commercial colleges of St. Louis. You will save money and get valuable information by addressing this office before investing. B.

Johnson's New Universal Cyclopedia. A few sets have been left at this office for sale on reasonable terms. Address B., care "American Journal of Education," St. Louis.

APPLETONS' NEW READERS.

Their Great Popularity in Southern Illinois.

Appletons' Readers have just been adopted in the following large towns, besides at least 2,000 districts:

Cairo, Mattoon, Effingham, Ava, Louisville, Sullivan, Greenville, Greenfield, Wrightsville, Mascoutah, Golconda, Mt. Vernon, Ashley, Alhambra, Ramsey, Alma, Scottville, Alto Pass, New Columbia, DuBois, Carbondale State Normal School, Island School, East St. Louis, Belleville, Lebanon, Alton.

Southern Illinois Commendations.—Universal Testimony in their Favor.

From E. A. Haight, and all the teachers of public schools in Alton, Illinois: "Appletons' Readers were introduced into our schools at the beginning of the present school year. The universal testimony of the teachers is in their favor. There has never been so much interest on the subject of reading in our schools as since their introduction."

The Best I Have Examined.

From B. F. Shipley, Superintendent of Schools, Fayette county: "Taking everything into consideration, the gradation, selection, method of instruction in reading, as well as the price of the books, I think them the best I have examined."

The Very Gems of Thought.

From John B. Ward, Superintendent of Schools, Barry county: "I have examined and used in the school room many different series of Readers, and I can say without hesitation they are my ideal standard of a series of text books in reading, containing a compilation of the very gems of thought."

Admirably Adapted to Country Schools

From R. M. Spurgeon, Superintendent of Schools, Randolph county: "The binding is good, the grade easy and progressive, the subject matter of the reading lessons well chosen, and, best of all, they are admirably adapted to the wants of our country schools."

Equal to Any Series Extant.

From J. W. Henderson, Superintendent of Schools, Washington county, Illinois: "I give it as my opinion that they are equal to any series extant. I regard the arrangement of the Fifth Reader especially as particularly adapted to the wants of the advanced student in reading."

Better Adapted to the Majority of Schools than Any Other Series.

From J. M. Fowler, Superintendent of Schools, Williamson county: "I have examined Appletons' Readers, and pronounce them Good, perhaps better adapted to the actual wants of the majority of our schools than any other series of Readers it has yet been my pleasure to examine."

Last Books a Bungler Would Want.

From J. B. Abbott, Superintendent of Schools, Marion county: "I have examined Appletons' Readers carefully, and I give them my un-

qualified approval. Indeed, they are the best books of their kind that I have seen. In the hands of a good teacher they cannot fail to produce the best results, while they are the last books a bungler would want."

Satisfactory After Use.

From Mary J. Reed, Superintendent of Schools, Piatt county: "I have examined Appletons' Readers. I think they are very superior books. We use them here in our schools and they have given satisfaction."

Unqualified Approbation.

From C. E. Larned, Superintendent of Schools, Champaign county: "They are what we need in our schools, bright, cheery and instructive, and, best of all, the children like them."

Another Name to the List of Those Who so Highly Recommend Them.

From S. A. Colwell, Superintendent of Schools, Pulaski county:

"After having carefully examined the Appletons' Readers you sent me, you may add my name to the list of those who so highly recommend them. I consider that they combine more points of excellence than any other Readers with which I am acquainted."

Proud of Them.

From D. W. Karraker, Superintendent of Schools, Union county: "Thanks! I am proud of them. Their intrinsic worth cannot fail to recommend them to the teachers and educators of our country."

The Best, Considering all Things.

From John Coons, Superintendent of Schools, Richland county:

"I have examined Appletons' Readers, and take pleasure in saying that, all things considered, I think they are the best I have ever examined."

Like them Better than Any Others Ever Examined.

From L. F. Morse, Secretary Board of Education, Mattoon, Illinois:

"I have a set of your Appletons' Readers, and like them better than any I have ever examined heretofore."

Reasons Why Appletons' are Superior. From Levinus Harris, Superintendent of Schools, Albion, Illinois:

"I value Appletons' Readers very much, for the following reasons: First, Their tone is excellent; Second, Their suggestions are more than valuable; Third, Their illustrations are superior; Fourth, The Grading is all that could be desired; Fifth, The elocutionary principles for clearness and worth are well adapted to our common schools. In fact, I know of no other series of Readers that equals them."

Much Better and Much Cheaper.

From Lebanon, Illinois: "The Readers, besides being much better, are very much cheaper than any other series." John H. Brinkerhoff, Supt.; R. C. Capun, Annie E. Hawkin, F.

C. Fitzgerald, Frances Scott, H. P. Sargent, Hattie Mills, Teachers.

Everywhere Popular After Use.

From J. F. Arnold, Superintendent Jasper county, July 23, 1880:

"I have examined Appletons' Readers with pleasure, and I know of no other series that I can recommend so highly as Appletons'."

From R. D. Van Wickle, M. D., President of School Board, Avena, Fayette county:

"I will say, after using your Readers for seven months, they have given complete satisfaction, and I think they are the best books that I have ever examined."

From the Lawrence County Normal Institute, in Session at Lawrenceville, Illinois, August, 1880:

"Whereas, In our judgment Appletons' Readers are unequalled in beautiful typography, excellent illustrations, high literary merit of selections, fine gradation, cheapness and general adaptation to the wants of our schools, by any series within our knowledge, therefore

Resolved, That we earnestly request the directors of the various school boards of Lawrence county, to introduce and use them in their respective schools."

[Signed] P. J. Anderson, Principal Lawrenceville School; Mrs. P. J. Anderson, Jas. H. Brownlee, Teacher of Elocution in Southern Illinois Normal, Instructors.

Lawrence County Teachers.

C. Hodges, Emma Styles, May Buchanan, Mollie Spencer, C. H. Price, S. O. Stoltz, Maggie Pierce, Amanda Ray, W. H. Ray, Kittie M. Shafer, Robert M. Kirkwood, Becca Culvert, Jas. A. Martin, Laura J. Thompson, Chas. H. Martin, Allie Smith, D. Price, Jennie F. Kingsbury.

ROBINSON, Ill., Aug. 4, 1880.

"Whereas, In our judgment Appletons' Readers are well adapted for use in our schools, being unsurpassed in gradation, arrangement, typography, illustrations and selections, and costing less than any other series of Readers, therefore

Resolved, That we earnestly request the directors of the various school boards of Crawford county to introduce and use them in their respective schools." [Signed] Geo. W. Henderson, Co. Supt. Schools; Thos. S. Moore, John K. Failing, Institute Instructors; Jos. B. Walker, Prin. Palestine School; J. H. Bussard, W. C. Alexander, P. W. Bussard, Mollie Crawford, A. M. Wilkin, et. al.

Indorsed by Richland, Ill., County Teachers' Institute.

The undersigned instructors and members of the Richland Normal Institute, in session at Olney, Ills., August, 1880, cheerfully unite in recommending to school directors and others Appletons' Series of School Readers. We believe that in general adap-

tation to the wants of our schools, they are unsurpassed. [Signed]

W. W. Carnes, Teacher of Elocution; E. B. Waggoner, Oscar J. Bainum, Robt. W. Stotler, Ins. Instructors; E. L. Waggoner, Lulu B. Cliffe, Addie Roberts, Wm. F. Kimmell, Ida E. Cliffe, Mamie Baird, Rosa M. Gladish, Lizzie Gissler, Jennie Kermick, Eva E. Moore, Mattie Whittaker, Mary P. Reed, Chas. S. Mace, Lottie Burr, Geo. E. Bourell, J. S. Hawes, Annie Fritchey, A. F. Madden, T. B. Burley, and others.

From Jas. McQuilkin, Supt. St. Clair County: "Appletons' Readers are in use in a large number of schools in this county, and teachers, parents and pupils have expressed themselves as highly pleased with them."

From Granville F. Foster, Prof. of Physiology and History in the Southern Illinois Normal University:

"From considerable acquaintance with Dr. Harris and his work, I am certain that no better man could be found to prepare a set of Readers, and certainly the books before me are excellent examples of what the highest type of school readers should be."

From L. B. Dye, Principal-elect of Ashley Schools: "After one year's experience with the Appleton Readers in the school room, I can most emphatically add my testimony to their efficiency as a series of text books."

From Henry Raab, Supt. Public Schools, Belleville: "Having used Appletons' Readers for a year, I am happy to say that they prove as efficient in every respect as I anticipated. Our teachers are well pleased with the selections and the suggestions in regard to teaching language. The manner of analyzing the reading lessons has also proved valuable."

St. Clair County, Illinois, Teachers in Favor of Appletons' Readers.

What they say: "We, the undersigned teachers of St. Clair County, Illinois, having examined Appletons' Readers, and believing them to be not only the best, but also the cheapest Readers yet published, would earnestly recommend their adoption in the schools of our county:

[Signed] James McQuilkin, W. F. McComb, Fred. C. Exter, Louis Postmiller, James S. Edwards, Chas. Hertel, Henry Raab, Will A. Reiss, J. S. Quick, Theo. H. Weber, C. J. Lemon, W. J. Hanson, G. W. Craft, E. M. Hilgard, John Ragland, Jennie Sozer, Benton Quick, John Roth, Jacob E. Henricl, E. R. West, Elijah Cannady, H. W. Brua, Aug. Gierchner, L. M. White, R. H. Kraft, M. J. Kraft, A. P. Daniel, L. L. Kane, S. W. Wallace."

	Ex. Price.	Intr. Pr.
Appletons' First Reader	\$0.10	\$0.15
Appletons' Second "	.15	.20
Appletons' Third "	.20	.30
Appletons' Fourth "	.25	.35
Appletons' Fifth "	.40	.60
Total	\$1.10	\$1.60

D. APPLETON & CO.,
NEW YORK.

Address L. S. HOLDEN, Agent,
624 Chestnut Street, St. Louis.

New Hotel. PLUMER'S,

(Late American House) Op. Independence Hall,
PHILADELPHIA.

J. P. PLUMER,..... Proprietor.

Unsurpassed by any hotel in the city, and
justly pronounced a model establishment in all
that can contribute to the comfort of its patrons.
13-6



RUNS
2 EXPRESS TRAINS DAILY 2
—FROM—
ST. LOUIS
—TO—

Peoria, Rock Island,
Davenport, Mendota,
Freeport, Galena,
DUBUQUE,
Winona, Green Bay,
LaCrosse,

And Upper Mississippi River points.
And all points in Minnesota Iowa, Ne-
braska, Wyoming, Colorado, and Cali-
fornia.

Minneapolis and St. Paul
SHORT LINE.

130 MILES 130

Shorter than any route via Chicago,

38 MILES 38

Shorter than any Iowa Route. Making
the quick time of 24 hours, and running
Pullman sleeping cars through without
change. Excursion tickets on sale now,
cheap.

All information about rates of fare,
Sleeping Car accommodations and Time
Tables, will be cheerfully given on appli-
cation to C. G. LEMMON,

W. D. SANBORN, Ticket Agt.
General Agent,
RICHARD CHENEY,

Southern Travel Agent.

112 NORTH FOURTH STREET, 112

ST. LOUIS, MO.

JAMES R. WOOD,

General Passenger Agent, Chicago, Ill.

St. Louis and Cairo Short Line.

VIA DU QUOIN.

Shortest and Quickest Route to

NEW ORLEANS, MEMPHIS,

MOBILE, VICKSBURG,

And all Southern Cities.

The only Southern Line running trains
from Union Depot, and the ONLY LINE
running Pullman Sleepers through to New
Orleans and Memphis without change.

Ticket office, 104 N. Fourth Street, and
Union Depot, St. Louis.

E. H. COFFIN, GEO. W. PARKER,
Ticket Agent. General Manager.

For Educational Purposes

USE PAPER MANUFACTURED BY THE

ACME STATIONERY AND PAPER CO.,

117 Fulton and 52 Ann Streets, New York.

They are acknowledged by all teachers using them, to be by far the
best papers on the market for general school purposes. They are put up in very attractive
style, and cost less than any other paper of equally good writing quality.
They are much stronger than any other low price paper, and do not break or crack
with use. Special attention paid to supplying paper for examinations in Cap, Letter,
and other sizes, with or without printed heads, either bound or wrapped.

JUST OUT.

A full line of Student's Exercise Books, made from our best Manilla
writing papers, bound in heavy rope paper covers with wire staples, and in all respects su-
perior to any of the cheap books in the market, and are sold at the following low prices:

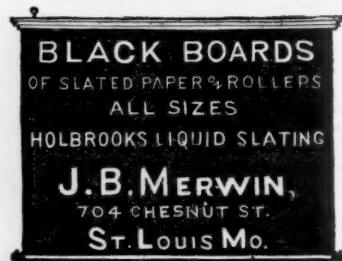
No.	Size	No. of Pages.	Price per 100 Books.	No.	Size	No. of Pages.	Price per 100 books
1	8 1/2 x 5 1/2	40	\$5 00	4	8 1/2 x 5 1/2	200	\$20 00
2	"	100	10 00	11	6 1/2 x 8	40	5 00
3	"	150	15 00	12	"	100	10 00

Liberal discount on large orders. Address as above.

BLACK BOARDS.

For Day Schools---For Sunday Schools

WITH A PERFECT BLACK SLATE SURFACE



STYLE A.



STYLE B.

MADE WITH HOLBROOK'S IMPROVED LIQUID SLATING.

The Blackboard has now become an indispensable article, not only to School
Teachers and Sabbath School superintendents, but also to all classes of instructors,
including mothers at home, lecturers and professors, and it is admitted by all, that in
no way can impressions upon the memory of the children be made so lasting, as by
means of illustration upon the blackboard. Superintendents of Sabbath Schools will
find the style "A" blackboard peculiarly adapted to their wants, as the illustrations
may be drawn at leisure during the week, and the board then rolled up and carried in
the hand to the school.

Styles, Sizes and Prices.

Style A, No. 1, 2x3 feet (see cut).....	\$1 00	Music lines extra.....	\$1 00
" 2, 3x3.....	1 35	The above are mounted on rollers, with hooks	
" 3, 3x4.....	1 80	and rings for hanging up.	
" 4, 3x5.....	2 25	Blackboards of Wood, Walnut Frame.	
" 5, 3x6.....	2 70	Style B, Size No. 1, 2x3 ft. (see cut).....	\$3 50
" 6, 3x7.....	3 15	" 2, 2 1/2 x 3 1/2 ft.....	5 20
" 7, 4x5.....	3 00	" 3, 3x4 1/2 ft.....	7 00
" 8, 4x6.....	3 60	" 4, 3 1/2 x 5.....	9 50
" 9, 4x7.....	4 20	" 5, 4x5.....	12 00

I send No. 1 and 2, style A, by mail, post-paid, on receipt of price. Send direct. I
ship by express, and in ordering parties will please specify the style of board wanted,
whether A, or B, and number, whether No. 1, 2, 3, 4, &c.
I also supply Liquid Slating for Blackboards on the walls of school houses, which stands the
test of use and time. See the following:

ENDORSEMENT.

Office C. B. Clark, Architect, St. Louis, Mo.
J. B. MERWIN—Dear Sir: The blackboards made of HOLBROOK'S Liquid Slating, put on the
school houses of St. Louis by you, give perfect satisfaction. They are both durable and economi-
cal. I have tested this matter so thoroughly that I now make it a part of my regular contract in all
school buildings, that the blackboards shall be put upon the walls, and shall be made of your
Holbrook's Liquid Slating. Respectfully,
C. B. CLARK, Architect.

J. B. MERWIN,

Manufacturer and Dealer in School Supplies of all kinds, 704 Chesnut Street, St. Louis, Mo.

THE PATENT CURVED BACK GOTHIC DESKS AND SEATS.

The Curved Back and Curved Folding Slat Seat of "The Patent Gothic Desks
and Seats" were designed by Prof. Cutter, the eminent Physiologist, and are true
to anatomical principles: the inclination of the former and the curve of the latter
are so correct, that they conform exactly the person of the occupant, and the pupil
sits in an easy, upright and healthy position in using these desks.

Five sizes of these Patent Gothic Curved-folding Slat-seat Desks are made, to
accommodate pupils of all ages. We give a cut above of the numbers and sizes so
that school officers may know how to order, and what sizes to order. Floor space
3 1/2 x 2 1/2 feet.

Size 1, High School, for two pupils from 15 to 20 years of age.	Price,
Size 2, Grammar, " " 12 to 16 " "	Price,
Size 3, First intermediate, for two pupils from 10 to 13 years of age.	Price,
Size 4, Second " " 8 to 11 " "	Price,
Size 5, Primary, for two pupils from 5 to 9 years of age.	Price,

Back Seats, all sizes to start the row with.

INASMUCH

As this is page 14, an advertising
page, it may be proper to remark that
the only

PREMIUMS

given on *School Desks, Maps, Globes, Reading Charts, Liquid Slating, Black Boards, &c.*, were given to J. B. MERWIN. We take this to be pretty fair evidence that we have the practical part of education carefully looked after in its appropriate place, as well as the theoretical part in the *American Journal of Education*.

ANY AND

EVERYTHING

Needed in Schools of all grades, can
be had

CHEAP

by calling upon or addressing, with
stamp for reply.

J. B. MERWIN,

704 CHESNUT STREET, ST. LOUIS, MO

JONES BROTHERS & CO.,

PUBLISHERS OF THE INDUCTIVE EDUCATIONAL SERIES.

Ridpath's Inductive Grammar.
Ridpath's Gram. School Hist. of the U. S.
Ridpath's Academic Hist. of the U. S.
Milne's Inductive Arithmetics.
Milne's Elements of Algebra.
Forbiger's Patent Drawing Tablets.
Smith's Practical Music Reader.
First Lessons in Philology.

CINCINNATI. PHILADELPHIA. CHICAGO.

THE HAIR

Its Care, Diseases and Treatment.

By C. HENRI LEONARD, A. M., M. D. Cloth, 200 pages, 115
ILLUSTRATIONS, \$2.00. It gives SELF-TREATMENT for ALL Hair
Diseases, 200 Prescriptions given. How to Bleach, Remove,
Dye it, Hair Dyes, Deciduous, etc. 10,000 copies sold. Circular free, or
Book (for sale by ALL Dealers) post-paid for price, by the Publishers
The Illustrated Medical Journal Co., Detroit, Mich.

To Teachers, \$1 50.



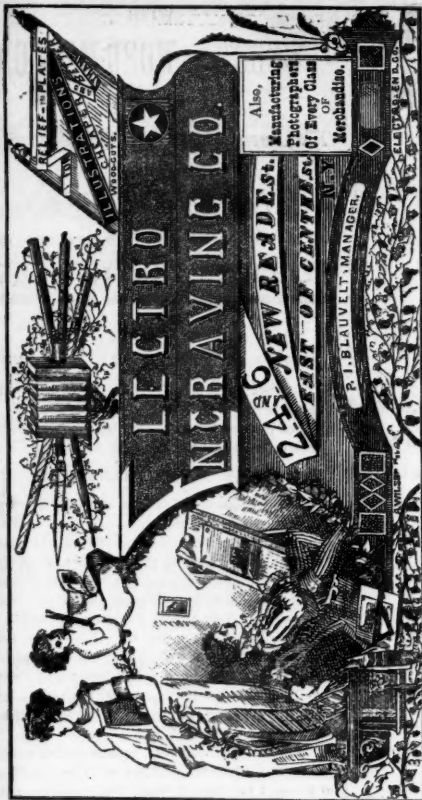
Organ for only \$50 cash. Direct from
Factory to Sabbath Schools and Clergymen.
Plain walnut, 5 octave, double reed, 7 stops, or-
gan nicely finished, complete in every respect,
and warranted for 5 years. PEERLESS OR-
GAN CO., Port Cadden, N. J.

HOPE FOR THE DEAF

Garmore's Artificial Ear Drums

RESTORE THE HEARING and perform the
work of the Natural Drum. Remain in position
without aid, and are not observable. All Con-
versation and even whispers heard distinctly. We re-
fer to those using them. Send for descriptive circular.
Address
S. W. Corner 5th & Race Sts., Cincinnati, O.

NEW METHOD OF ENGRAVING.

**Blauvelt's Photo-Process.**

SUPERIOR TO ANY OTHER.

The Electro, or Type Metal Relief Plates are the best substitute for wood cuts, and at half the cost. They are made by Photo-Chemical means, are mounted on blocks, type high, and are made ready for use on any printing press, will wear longer than the common stereotype, and the lines are as deep, as even, and as sharp as they can possibly be cut by hand. They can be duplicated by electrotyping, if necessary, at small cost. Our plates are in use by many of the principal manufacturers and publishers throughout the United States. For estimates, address,

ELECTRO ENGRAVING CO., 2, 4 and 6, New Reade Street, East of Centre, N. Y.

Our Home Endorsement.

J. B. MERWIN, 704 Chestnut Street, St. Louis:

DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial of more than ten years, give entire satisfaction. The

"New Patent Gothic Desk,"

with curved Folding Slat seat, with which you furnished the High Schools, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this desk to all who contemplate seating School Houses. Respectfully Yours,

WM. T. HARRIS,

Superintendent Public Schools, St. Louis, Mo.

More than 600,000 of these desks have been sold; every one using them commends them. For further information, circulars of globes, outline maps, slating, and everything needed in schools, call upon or address, with stamp for reply, and write direct to

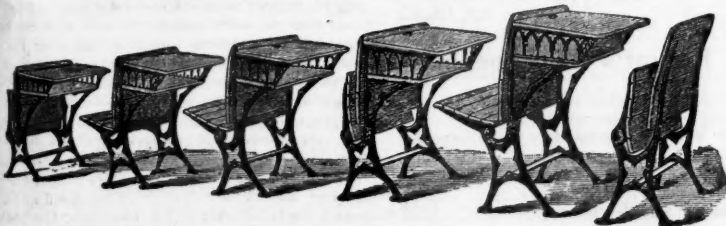
J. B. MERWIN,

Manufacturer & Dealer in School Supplies of all kinds, 704 Chestnut Street, St. Louis.

A Strong Endorsement.

ST. LOUIS, MO., August 31st.

J. B. MERWIN, Manufacturer and Dealer in School Supplies, 704 Chestnut Street. DEAR SIR—The Patent Gothic Desks and Seats which you put into the St. Bridget's Schools of my parish, seven or eight years ago, have given such entire satisfaction; the castings are so strong and perfect, that not a single one has broken after years of use—the wood work so thoroughly seasoned—and the desks after all these years of constant use are so substantial, that, as our school has increased in numbers so as to demand one hundred and fifty more desks, I instructed our buyer to purchase of you again, and to buy only

The Patent Curved Back Gothic Desk and Seat.

Size 5. Size 4. Size 3. Size 2. Desk; Size 1. } Back Seat, Size 1, to start the rows with.

I can with safety and pleasure recommend them to all who want the best constructed the most desirable and the most durable desk make.

Respectfully, WM. WALSH, Pastor of St. Bridget's Roman Cath. Ch.

The PATENT GOTHIC DESKS are INDESTRUCTIBLE DESKS

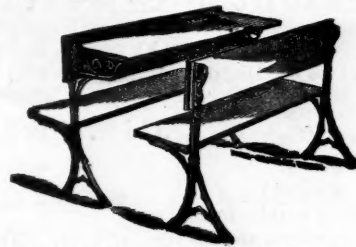
CENTREVILLE HIGH SCHOOL, Texas.

J. B. MERWIN, 704 Chestnut Street, St. Louis, Mo.:

My Dear Sir:—Somewhat more than two years ago, we purchased one hundred of your Patent Gothic Desks. We are greatly pleased with them. Not only do they admirably economize space, and sustain the back of the pupil by their peculiar and judicious construction on physiological principles, but there is one quality of which I would particularly bear record—and for which I can commend them—their indestructibility. Not one breakage has occurred among them all. Success to them and to your enterprise in Texas, is our invocation.

Very truly yours,

PROF. C. P. McCROHAN.

THE Combination Desk & Seat.

Desk and Seat.

Back Seat to start the rows with.

Used by more than 40,000 pupils in the St. Louis Schools.

There are five sizes adapted to the use of pupils, from five to twenty years of age:—Single or Double

Size 1, Double, High School, seating two persons from 15 to 20 years of age. Price,

Size 2, Double, Grammar School, seating two persons from 12 to 16 years of age. Price,

Size 3, Double, First Intermediate, seating two persons from 10 to 12 years of age. Price,

Size 4, Double, Second Intermediate, seating two persons from 8 to 11 years of age. Price,

Size 5, Double, Primary, seating two persons from 5 to 9 years of age. Price,

Back or starting seats to correspond with any size desk. Price,

This Combination Desk and Seat, after a thorough trial of more than twelve years, has just been re-adopted for use this year by the Board of Education in St. Louis.

These desks are the cheapest and the most durable and substantial for the price, of any manufactured. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater and more graceful in design, than any other combination seat made. Teachers and school officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age. Floor space, 2½ feet wide by 3½ feet long. Back Seats to start the rows with, corresponding in size to all the desks.

AN ILLINOIS ENDORSEMENT.

MOUND CITY, Ill., Feb. 3d, 1880.

J. B. MERWIN, St. Louis, Mo.:

My Dear Sir—The Patent Gothic Desks and Seats, Maps, Globes, Charts, Dictionary, and other apparatus purchased of you to supply our schools, amounting to nearly \$1,000, have all been received and put in place, and we find everything so substantial, durable and entirely satisfactory, that we are pleased to send you this voluntary testimonial of our appreciation of your efforts to replace fully, everything destroyed in the late fire, so calamitous to our schools, everything, even my own private library, the collection of years, being entirely destroyed. I had used the school desks manufactured by you for years before this, and was so well pleased with them that I recommended to our board

THE PATENT CURVED BACK GOTHIC DESKS AND SEAT

and we are more than pleased not only with the desks but with the promptness with which you filled our order.

THOMAS CRAWFORD,

Supt. Mound City Public Schools.

Arkansas Endorsement.

SALEM, ARKANSAS, Jan., 1880.

J. B. MERWIN, St. Louis, Missouri.—My Dear Sir—Several years ago, when we built our new Academy at Salem, I looked around considerably with a view to furnish it with everything needed, in the best possible manner. After years of trial, it gives me pleasure to state that the Patent Desks and Seats we purchased of you have not only proved very substantial and durable, but the whole outfit we purchased has been so satisfactory that I take great pleasure in saying to the people of Arkansas that if they need anything with which to supply their schools, I am confident the Desks, Maps, Globes, Charts, Liquid Slating, and other apparatus manufactured and sold by you, will give entire satisfaction. Anything I can do to help build up the cause of education in this State, shall be done cheerfully and promptly and you are at liberty to refer any persons to me, who feel any interest in securing the best and most durable school-desks and school supplies made. Very truly,

JAMES M. ARCHER.

St. Louis!

McGuffey's Revised Readers Adopted

On Regular Introduction
Terms by a vote of 18 to 6

From the Report of Committee on
Course of Study:

"Your committee being of the opinion that in the matter of durable binding, gradation, completeness, and especially in its features of review lessons, the Revised edition of McGuffey's Series of Readers is much superior to Appleton's, recommend to the Board the introduction of McGuffey's Revised Readers in place of the old series now in use, on the terms contained in the proposition of the publishers."

JAMES P. MAGINN,
WM. BOUTON, JOHN J. McCANN,
EDW. HUMMELL, JOHN GILWEK,
Of the Committee on Course of Study.

At a Special Meeting of the Board of Education of the City of St. Louis, held Tuesday, August 24th, the above report of the Committee on Course of Study was accepted, and McGuffey's Revised Readers adopted for the St. Louis Public Schools by a vote of 18 to 6.

VAN ANTWERP, BRAGG & CO.,
PUBLISHERS.

Cincinnati and New York:

ATTENTION TEACHERS!

A VALUABLE BOOK.

Thompson's Teacher's Examiner.
Revised and Enlarged for Teachers
and Those Preparing Themselves to Teach.

Giving a general review of the Common and High School studies, in a series of questions and answers. Thirteen branches are treated of, viz: Geography, Civil Government, Grammar, History, Reading, Physiology, Orthography, Physical Geography, Arithmetic, Writing, Philosophy, Astronomy and American Literature. The Examiner consists of over 360 pages, having been prepared expressly for the use of teachers in making preparations for examination and is also adapted to the use of Common and High Schools for daily, weekly, and monthly reviews.

1. No teacher should be without a copy of the Examiner.
2. It contains nearly 5,000 questions and answers systematically arranged.
3. The work is endorsed by the best educational men of the country.
4. The second edition has already been published, and over 6,000 copies sold.
5. Nothing like it for reviews and test work, and it should be used in every school.
6. If you are dressing an examination, purchase a copy of the Examiner. It will guide you safely through.
7. The price of the Examiner is not exorbitant, but within the reach of all.
8. It asks from two to five hundred of the most important questions on each branch of study, and answers each question that it asks.
9. The Examiner is destined to have as great a sale as any school work yet published.
10. The Teacher's Examiner will be sent to any address, postpaid, on receipt of price, \$1.75. Agents wanted, to whom liberal premiums will be given. Send for circular giving full information in regard to the work. Address

ALBERT HENRY THOMPSON.
13-10 Davenport, Iowa.

ILLINOIS STATE NORMAL UNIVERSITY.
for the special preparation of teachers. The full course of study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, \$50 per year. High School Department offers the best advantage for preparing for college or for business. Tuition \$50 per year. Grammar School Department furnishes excellent facilities for obtaining a good practical education. Tuition, \$25 per year. Terms begin Nov. 22, 1880 and March 1, 1881. For particulars address Edwin C. Hewitt, President, Normal, Ill. 13-10c

\$66 a week in your own town. Terms and \$3 out of free. Address H. HALLETT & Co. Portland, Maine. 13-10 14-9

BALMER AND WEBER'S MUSIC HOUSE
LOWEST PRICES FOR EVERYTHING IN THE MUSIC LINE.

311 N. Fifth Street, St. Louis.

PUBLISHERS OF
SCHUMAN'S Series of Self-Instructors,

For Piano, Cabinet Organ, Violin, Flute and Guitar. Each book different! Separate illustrations, suitable for each instrument.

The cheapest and best low-priced books published. Price, 75 cents each.

No matter where you see a piece of music or music book advertised, we can furnish it. The English, German, French, Italian and Spanish languages spoken in the house.

Experience, 25 Years.
Orders addressed to BALMER & WEBER, St. Louis, Mo., will receive prompt attention.
12-10 12

State University of Iowa, Iowa City.

Collegiate Department

Has four courses of study: Classical, Scientific, Philosophical and Engineering.

Tuition, \$25.00 a year. County representatives, \$10.00 a year.

Law Department.

Course, one or two years, at option, admits to the bar. Tuition, \$50 00 a year. Wm. G. Hammond, LL.D., Chancellor.

Medical Department.

Lecture course of two or three years. Annual fees for lectures, \$25.00. U. T. Gillett, M. D., Secretary.

Homeopathic Medical Department.

Lecture course of two or three years. Annual fees for lectures, \$25.00. A. C. Cowperthwaite, M. D., Dean.

For catalogue, apply to

J. L. PICKARD, President.
Fall term begins Sept. 14, 1880.
13-10 12

GEMS OF LITERATURE.

This eloquent and spicy work has just been published. It was written by Walter Sayer, and contributions made to it by Prof. W. F. Harper. In this work Prof. Harper has exhibited his peculiar and attractive eloquence in its most beautiful form. The following are some of the subjects treated of: Josephine Bonaparte; The Most Thrilling Event in American History; Byron, Burns and Moore; A Rocky Mountain sunset; The Past is Gone, the Future is Here; The Wars of the Roses; Marriage of Great Men; Aspirations of Young Men; Youthful Error and Mature Wisdom; A Lonely Deathbed; Great Men have no Continuance; The Downfall of Nations; Cultivation of the Aesthetic Faculty; The Nebular Hypothesis; A Feast of Eloquence; The Fate of the Earth and many other subjects. Every student and every teacher should have the book and get some knowledge of general literature. If you could only read Prof. Harper's essay on the Cultivation of the Aesthetic Faculty, which begins as follows: "Nature never betrays the heart that loved her," you would be convinced that the book is worth ten times its cost.

The book is gilt-edged, neatly bound, and is certainly a gem to any library. The "Missouri Teacher" says: "It contains many pure gems of literature clothed in the most beautiful language, and teachers will find the work filled with the inspiration they need." The "Western Educational Review" says: "The subjects treated of in this instructive and entertaining work are thrilling in their dramatic effect, and we think an investment of one dollar in 'Gems of Literature' a good one." Regular price, \$1.00; introduction price, 75c; examination price, for teachers only, 60c. Give it a trial.
13-10 14-4 SAYER & Co., Eaton, Ohio.

20 Beautiful Chromo Cards, with name, 10 cents. Agents wanted! Outfit 10 cents. C. B. HAVENS, Summit, N. Y. 13-9

GIRARD FIRE INSURANCE COMPANY, PHILADELPHIA.

Capital, - - \$ 300,000.00
Assets, Jan. 1st, 1880, 1,161,633.65
Liabilities, including re-insurance Fund - - 303,771.63
Net surplus, over all liabilities, including cap., 557,862.02

ALFRED S. GILLET, Pres't.

JAS. B. ALVORD, Vice President.

P. C. ROYCE, Sec'y.

J. B. ALLEN, Asst. Sec'y.

Office Western Department,
96 LA SALLE ST., CHICAGO.
WM. E. ROLLO, Gen. Agent.

WANTED!

TEACHERS and others, to act as agents for the sale of

"The Foundations of Success and Laws of Trade."

A complete Guide in Business, Social Life, Etiquette, &c.

10,000 Copies Already Sold.

Some teachers take twenty orders per week, and work only on Saturdays and evenings.

For circulars and confidential terms, address
ANCHOR PUBLISHING CO.,
13-9 307 Locust Street, St. Louis.

Interesting Announcement.

To all who have not the means of availing themselves of the advantages offered by our higher schools, and to teachers who desire to improve themselves, the following must prove of much interest: By means of a system of instruction by mail, developed by the undersigned, the best of these advantages can be brought to your very homes. For particulars, address
W. H. MILLER, Box 147,
Bunker Hill, Illinois.
13-6 14-5

Rohrer's Bookkeeping.

The most complete system extant, and at prices below any other series.

N. B. Special terms made for introduction.

PRICES.
Primary..... 50
Lectures..... 1 00
Common School Edition..... \$1 50
Counting House Edition..... 3 00
Key..... 2 00
A sample copy of either book for examination, will be sent by mail on receipt of half price—or the five books for \$3 50.
The five books sent to teachers for examination for \$3 50, but only in reply to requests accompanied by the money.
W. J. GILBERT, Publisher.
9-9 202 N. Fourth Street, St. Louis, Mo.

BOOK AND JOB PRINTING.

Done in the Best Style of the Art and at Reasonable Rates. Orders Solicited. Send for estimates on Catalogues and Pamphlet work before contracting elsewhere.

SLAWSON & PIERROT,
9-13-11 317 North Sixth Street, St. Louis.

WITH
WEBB'S WORD-METHOD,
AND
Dissected Cards,
Your children can be
TAUGHT TO READ
In LESS TIME than is usually allotted to
TEACHING THE ALPHABET.

WHAT IS THE WORD METHOD?

It is that system of teaching Reading which begins with words, and not with letters. It teaches printed words as we teach spoken words—as we teach things and their names.

THE WORD-METHOD.

The little book called the Word-Method presents the words in their natural order, and very gradually. The book is divided into three parts. The first two pages of Part I. have each three new words; the next twenty pages but two new words on a page, interspersed with several review pages. These review pages are not made up of the same sentences, but of the same words in different sentences. They contain no new words; and only the six last lessons of Part I. have four new words on a page; the object being to render the words perfectly familiar to the child as he advances.

In Part II. of this book, (commencing on page 55), from four to six new words are introduced on a page; beginning with four new words in Lesson I. The sentences are short, generally containing only one line. In Part III. (commencing on page 69), seven new words are introduced on each page, and the sentences are longer.

Every lesson in the book is complete in itself, and occupies just one page. The illustrations are beautiful, and occupy a full page. The reading under the cuts is simply a key for the teacher in his explanations to the child. See the book itself for full explanations and directions, and the manner of teaching by it.

Sent postpaid on receipt of the price, 30 cents.

WEBB'S DISSECTED CARDS

Consist of a frame, 20 by 24 inches, and a Box of Words, Letters, Pictures, Figures, etc., on separate Wooden Blocks. Both frame and box are handsomely made of black walnut. The type used in the cards was cut to order—is large, clear and beautiful, and can be readily seen across any ordinary room. The words, figures, &c., are printed directly on the wooden blocks and the blocks then varnished, making them durable and elegant. The frame is so arranged that the words can be placed in it so as to form any sentence desired. A font of letters is put in each box, to form words not on the blocks, and to teach spelling.

The words being movable, the child cannot repeat his lessons from memory; for when a moment since it read "black cat" it may now read "black dog" or "white cow," or whatever the teacher chooses. This constant change creates an interest and secures the attention; and a rapid progress, both in the learning of words and in the proper expression of the thoughts they contain when formed into sentences, is the sure result.

There is a key accompanying these cards, extensively known as "Webb's Word-Method," containing full directions for teaching by the use of cards.

Price of Dissected Cards, including copy of Word Method, \$12 00.

On receipt of price we will forward to any point in the United States. Address
THORNDIKE NOURSE,
Successor to E. B. Smith & Co., Detroit, Mich.
13-16

EVERYTHING FOR SCHOOLS.

Address, with stamp for reply,

J. B. MERWIN,
Dealer in school supplies of all kinds
704 Chestnut street, St. Louis, Mo.

BUCKEYE BELL FOUNDRY
Bells of Pure Copper and Tin for Churches, Schools, Fire Alarms, Farms, etc. FULLY WARRANTED. Catalogue sent Free.
VANDUZEN & TIFT, Cincinnati, O.
13-6 14-5